

Ripon College Pieper Report

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Goals

It has been an interesting and exciting process settling in as Ripon College's new Pieper Family Chair in Servant Leadership. In my work thus far in the position, I have been guided by three sets of goals: short-term, on-going, and long-term.

Short-term Goals (1-2 years):

- Learn about the people, structures, and culture of Ripon College
- Develop systems for collecting information on service done by Ripon College students
- Clarify organizational relationships between existing programs promoting leadership and service to the community
- Preserve a place for the study of leadership in Ripon College's curriculum in the face of the impending retirement of the Professor of Leadership Studies

On-going Goals:

- Deepen my own understanding of servant leadership
- Support current service-learning opportunities; encourage additional opportunities
- Support student service and leadership development opportunities
- Develop mentoring relationships with students

Long-term Goals (3-5 years):

- Integrate academic and student-activities approaches to developing students as servant leaders
- Collaborate with others to identify ways in which servant leadership can connect in rigorous, discipline-based ways to academic teaching and research
- Help develop a common language of service, leadership, ethics, and related terms; disseminate this language across the campus
- Identify areas in which Ripon College as an institution can benefit from servant leadership

This report will contain much that is relevant to the list of short-term and on-going goals and some that is relevant to the long-term goals listed above as well. While these goals undergird the work of the Chair thus far, the material of the report is organized around the expected outcomes for the Chair as defined by the Susan and Richard Pieper Foundation.

Outcome 1: Outcomes Baseline Data

Lindsay Blumer, Executive Director of the Office of Community Engagement and Ethical Leadership Program, and others at Ripon College who helped prepare the proposal for establishing a Pieper Family Chair of Servant Leadership at Ripon College are to be commended for their hard work in establishing outcomes baseline data for the Pieper Chair. This group pulled together material from five different sources to compile this baseline data: the College Student Survey (CSS), the Multi-Institutional Survey of Leadership (MSL), the National Survey of Student Engagement (NSSE), Ripon College's own alumni survey, and data collected by the Office of Community Engagement (OCE).

College Senior Survey (CSS) and National Survey of Student Engagement (NSSE)

The College Senior Survey (CSS) and National Survey of Student Engagement (NSSE) are both standard, national surveys administered to thousands of college students across the nation. As its name suggests, the CSS is administered to graduating seniors and inquires about their experiences and what they have learned at college and their plans for after graduation. The NSSE is administered to both seniors and freshmen and measures behaviors associated with student learning. While both of these survey instruments collect information on a variety of topics, service and leadership are among them.

Ripon College has been able to use the CSS and NSSE to develop baseline data on both student behaviors and student attitudes. Perhaps the most important baseline data are those regarding student behaviors. These data help answer the question of to what extent students are participating in service. Five questions from the CSS and NSSE contain relevant information. Baseline findings from 2010 and given below, and charts of fuller baseline data are available in the appendices.

- 65.9% of Ripon College seniors reported performing volunteer work, according to the CSS.
- On a 0-1 scale, Ripon College seniors scored 0.76 on performing community service or volunteer work, according to the NSSE. This result compares favorably to a score of 0.67 for peer institutions.
- On a 1-4 scale, Ripon College seniors scored 1.8 on participation in community-based projects, according to the NSSE. This result compares favorably to a score of 1.77 for peer institutions.
- 56.3% of Ripon College seniors reported performing community service as part of a class, according to the CSS. This result was below that of peer institutions, who reported 61.6%.

- On a 1-4 scale, Ripon College seniors scored a 2.71 in self-reported contribution to the welfare of their community, according to the NSSE. This result was above the peer score of 2.63.

Other questions on these two instruments measure students' attitudes toward service, leadership, and ethics. Findings from such questions from 2010 are presented below, with fuller baseline data again available in the appendices.

- 47% of Ripon College seniors said it was a very important objective for them to become a community leader, according to the CSS. This result was above the peer score of 43.5%.
- 36% of Ripon College seniors reported that it was a very important objective for them to participate in a community action program, according to the CSS. This result was below the peer score of 41.1%.
- On a scale of 1-4, Ripon College seniors scored a 2.97 in self-reported development of a personal code of ethics, according to the NSSE. This result was above the peer score of 2.84.

Such findings indicated that in 2010, while Ripon College had room to improve, especially in some areas, overall it was doing well in comparison to peer institutions in terms of service, community engagement, and leadership.

Multi-Institutional Survey of Leadership (MSL)

The Multi-Institutional Survey of Leadership (MSL) is another national survey administered to thousands of college students across hundreds of campuses. Its purpose is to “examine influences of higher education on college student leadership development.” Thus, out of the five sources of baseline data, the MSL is most geared toward measuring leadership as opposed to service. The MSL assesses the eight dimensions of the Socially Responsible Leadership Scale (consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change) along with a measurement of student confidence in their leadership efficacy. Key findings from the baseline data in 2010 include:

- Ripon College students grew in both overall Socially Responsible Leadership skills and sense of leadership efficacy during the course of their college years.
- Ripon College students scored a 3.95 on a 1-5 scale on the overall Socially Responsible Leadership Scale, about even with the national average of 3.96.

- Ripon College students scored a 3.07 on a 1-4 scale on leadership efficacy, about even with the national average of 3.08.

Ideally, such results would show Ripon College students performing better than national averages, but equal to the national average is not a bad place from which to start. Moreover, the increase in both skills and sense of efficacy over the college years is a positive sign.

Ripon College Alumni Survey

In addition to national survey data, Ripon College also collected data itself which it used to further elaborate the baseline for service. In 2008, the college administered a survey of alumni to the classes of 2005, 2001, and 1996 as part of its accreditation process. This survey produced the following results about service by Ripon College alumni/ae:

- 94% of respondents agreed or strongly agreed with the statement that “Ripon College graduates are productive and socially responsible citizens of their local communities, states, nations, and the world.”
- 52.9% of respondents were or had been active in charitable organizations
- 20.7% were or had been active in civic organizations
- 30.7% were or had been active in organizations that support education
- 32.1% were or had been active in religious organizations

Since this data was collected in response to a college-designed survey, ready-to-hand comparative data for other schools is not available.

Office of Community Engagement (OCE) Data

As part of the application for the President’s Higher Education Community Service Honor Roll, the OCE used sources internal to the college to compile the following baseline data from 2008:

- Number of students who engaged in academic service learning: 114
- Number of students who engaged in forms of community service other than academic service learning: 791
- Total number of students who engaged in community service of any kind: 905
- Number of students who engaged in at least 20 hours of community service per semester: 150
- Total number of service hours engaged in by the institution’s students: 8,117

The numbers cited above show a significant commitment to service and were sufficient to earn Ripon College a spot on the President's Higher Education Community Service Honor Roll in 2009.

Outcome 2: Sound Acceptance of Servant Leadership by Students and Faculty

Much is happening at Ripon College to demonstrate that a culture of servant leadership is alive and growing at the college. Indeed, a posture of service to others pervades large portions of the extra-curricular life of the college and makes its way into the curriculum as well. The good work underway at the college indicates that it continues to deserve its 2010 Newsweek designation as one of the country's Top 25 Do-Gooder Colleges. Moreover, based on newly-inaugurated President Zach Messitte's eloquent interview about service on last April's "All About Ethics: Social Justice in Our Society" radio program on campus radios station WRPN, top-level support for servant leadership should be assured for the future.

Students

Many students at Ripon College are practicing servant leadership during their time at the school. While some students choose to serve as individuals or through the Office of Community Engagement (see below), over a half dozen **student groups** also include service to the community as a central aspect of their mission. Among such groups is **Enactus**, the newly-renamed Students in Free Enterprise (SIFE), which seeks to apply the principles and practices of business to solving problems in the world. **Student Volunteers for the Blue Mountain Project** was founded by a Ripon College student to help support the Blue Mountain Project, a non-profit organization in Jamaica to which the college has ties through a yearly Maymester class trip (see below). **Circle K** not only provides students with opportunities to be servant-leaders at Ripon College, it prepares them for a lifetime of servant leadership by establishing connections between students and Kiwanis International. **EGOR (the Environmental Group of Ripon)** has been showing servant leadership this school year by taking the initiative to meet with members of the college administration to push forward on new ways to increase the college's environmental sustainability practices. In addition to the above-mentioned groups, **Amnesty International**, **St. Jude Up 'til Dawn**, and **Ripon Students for Animal Welfare** all tackle issues of service to the community through student leadership.

Student organizations whose purpose is service are not, however, the only student organizations doing service at Ripon College. **Fraternities and sororities** are another important force

promoting service on the Ripon College campus. All Greek organizations have philanthropy as one of their required areas of activities. Whether such philanthropy takes the form of raising money for organizations like Prevent Child Abuse America or educating the Ripon College community about fire safety or playing Frisbee with students from the local alternative high school, Ripon College Greek brothers and sisters are showing leadership in the realm of service.

Students are serving as servant leaders in their jobs around campus too. Four campus positions in particular reflect the principles of servant leadership especially well. In these four positions, students assume leadership roles for the sake of serving others. Mentors at the **Collaborative Learning Center** use their knowledge of writing and academic content to help other students in their coursework. **Resident Assistants** take leadership within the residence halls to create community and ensure student well-being. **Peer Contacts** working for Student Support Services help students enrolled in the college's TRiO program navigate the challenges of college life. Upper-class men and women who serve as **Orientation Counselors** (an unpaid position) use their experience at college to aid in the transition for incoming first-year students.

Students and Faculty

Several programs at Ripon College help promote aspects of the philosophy of servant leadership in a way that includes both students and faculty. These programs are not part of the classroom experience, yet they are important means by which students learn to become servant leaders.

Most important of these programs is the **Office of Community Engagement (OCE)**. The Office of Community Engagement coordinates student volunteer opportunities, supports faculty service-learning efforts, arranges educational opportunities for students and faculty regarding service and social justice, and maintains on-going relationships with a variety of community partners. The OCE frequently collaborates with other groups on campus, such as this fall when the OCE coordinated service at the Boys and Girls Club of Green Lake as part of RAs' orientation training. The OCE facilitates much of the activity that makes up the components of servant leadership on campus.

The **Creative Enterprise Center (CEC)** is a student-run initiative to provide low-cost consulting services to businesses and non-profits in the Ripon area and to departments on the Ripon College campus. Faculty members advise students in their roles as consultants. The CEC represents servant leadership by students and faculty who help address the needs of the local community by preparing business plans, marketing strategies, and other consulting services.

The **Ethical Leadership Program (ELP)** encourages students to reflect on various leadership scenarios from the perspective of common ethical frameworks. The model of ethical leadership fits well with the model of servant leadership, as they both focus on values as the core of leadership and the ethical use of power by leaders.

Alternative breaks provide an opportunity for students and faculty alike to travel away from Ripon College and engage in service to the broader national and international community. Prof. Brian Smith will be leading a group of nine students to Panama in January as part of a large delegation from the Ripon, WI, community to assist Fr. Wally Kasuboski in constructing water projects there (for more, see below). For new initiatives in alternative breaks at Ripon College, see Outcome 5.

Faculty

Many faculty members at Ripon College currently incorporate **service-learning projects** and elements of servant leadership in their teaching. A full listing of such courses is beyond the scope of this report, but the following list will serve as a representative sample:

- Leadership Studies classes – In most of his Leadership Studies courses, Prof. Jack Christ teaches the principles of servant leadership, incorporating writings by Kent Keith and Robert Greenleaf. Prof. Christ also makes extensive use of service-learning in his coursework.
- BUS 310: Nonprofit Organization Management – Prof. Mary Avery uses service-learning to provide a hands-on experience for her students, who are able to put their newly-learned skills in nonprofit management to use for the sake of local nonprofit organizations.
- COM 315: Speech Practicum – The students of Prof. Jody Roy’s COM 315 are responsible for organizing, promoting, and running an annual Mr. Ripon Pageant fundraiser for Huntington’s disease which has taken in thousands of dollars to date.
- ART 180: Ceramics I and ART 282: Ceramics II – Prof. Mollie Oblinger’s ceramics students have created bowls as part of their coursework which were sold as part of the college’s Empty Bowls fundraiser to benefit the Ripon Community Food Pantry. (For more on Empty Bowls, see Objective 6.)
- ENG 175: Vices and Virtues: Exploring Good and Evil in Western Literature – To better understand the stories about good and evil they were reading, students in Prof. Ann Pleiss Morris’ class performed skits that they acted out for children attending the Tiny Terror on the Square event. (For more on Tiny Terror on the Square, see Objective 6.)

- IDS 300: Peace Studies in Jamaica – For nearly a decade, Prof. Joe Hatcher has been leading students along with other faculty and staff on a Maymester trip to assist families in Hagley Gap, Jamaica. Prof. Hatcher’s Maymester class has taken several different forms including a Psychology course and a Peace Studies course, but the trip is always an educational experience.

A survey of faculty also helped give insight into service-learning on the Ripon campus. For more on that survey, see the Data Collection section of Outcome 6.

Faculty members contribute to promoting a culture of servant leadership on campus not only by their teaching, but by their example as well. Prof. Joe Hatcher brings groups of Psychology students to the **Green Lake County Jail** to conduct group work with inmates there. The Sociology Department held their own **food drive** this fall, contributing over 40% of the college’s total food drive items. The Education Department sponsored a **Books & Jammies Drive** this fall to collect children’s pajamas and story books for distribution to needy children. Prof. Skip Whittler in the Biology Department continues to organize volunteers to care for the **Ceresco Prairie Conservancy** on the Ripon College campus.

College and Community

As many of the examples above show, the type of servant leadership projects currently underway at Ripon College frequently involve close working relationships between the college and the surrounding community. Such collaborations allow for the wider dissemination and practice of the principles of servant leadership. Early in January, Prof. Brian Smith will be leading a group of nine Ripon College students to **Panama on a joint college/community trip to work with Ripon-native Fr. Wally Kasuboski**. This trip is organized by Fr. Wally’s sister-in-law, Laurie Kasuboski, a well-known servant leader in the Ripon community. Such a joint service trip is an example of college/community cooperation that’s rare in many communities but typical in Ripon.

Further examples of this type of college/community partnership include the **Storybook Program** at the **Green Lake County Jail**, wherein college students help inmates videotape themselves reading books to their children; the **Think College Early** program, which works with the **Ripon Middle School** to encourage students who otherwise might not to think about attending college; the **Reading Buddies** program, which pairs Ripon College students read to and mentor students in the **Ripon Area School District**; and **student-local government projects** with the **Green Lake County Health & Human Services Department** and the city attorney for the **City of Ripon**, where college students are bringing their expertise to bear on issues of local government.

Outcomes 3 &4: Outcomes Measures Compared to Demographic Norms

No outcome data have yet been collected since the beginning of the new Pieper Family Chair in Servant Leadership position at Ripon College. Therefore, it is not yet possible to assess the impact of this position on the baseline outcomes measures reported in Outcome 1. Nonetheless, several of the surveys used to establish the baseline data in the application for the position have been re-administered since that time. Therefore, it is possible to provide an update on some of the baseline data measures established there. Moreover, it is important to do so, as the baseline against which the results of the Pieper Chair should be judged has changed from two years ago. According to OCE data, the number of high volunteering students, total volunteers, and total volunteer hours were down in 2011-2012 from what they were in 2009-2010, a trend consistent with longer-term data from the CSS and NSSE. Part of this difference can be explained by the end of the Bonner Scholars program and the wind-down of the Service Corps program, both of which incentivized students receiving scholarship money to perform a significant number of service hours. Results on the amount of service-learning occurring on the campus are mixed (the data from the CSS and OCE data disagree) and therefore are inconclusive. Results for student leadership also are inconclusive, with the CSS and MSL giving different indicators.

College Senior Survey (CSS) and National Survey of Student Engagement (NSSE)

The College Senior Survey (CSS) and the National Survey of Student Engagement (NSSE) were both administered again in spring 2012. These new survey results allow for an update of the baseline data, both as it pertains to behaviors and attitudes. The results show a mixed bag over the past two years. Summary results are below, with charts in the appendices.

- 71.6% of Ripon College seniors reported performing volunteer work, according to the CSS, up from two years ago and above the peer rate of 70.1%.
- On a 0-1 scale, Ripon College seniors scored 0.70 on performing community service or volunteer work, according to the NSSE, down slightly from the result of 0.76 two years ago and slightly below the score of 0.74 for peer institutions.
- On a 1-4 scale, Ripon College seniors scored 1.81 on participation in community-based projects, according to the NSSE, essentially equal to the score of 1.80 two years ago and the score of 1.81 for peer institutions.

- 48.1% of Ripon College seniors reported performing community service as part of a class during their college years, according to the CSS. This result was down significantly from the figure of 56.3% from two years ago and below that of peer institutions, who reported 54.9%. This result is inconsistent with that obtained by the OCE in the process of applying for the President's Higher Education Community Service Honor Roll and thus bears further investigation.
- On a 1-4 scale, Ripon College seniors scored a 2.70 in self-reported contribution to the welfare of their community according to the NSSE, essentially on par with the result of 2.71 two years ago. This result was below the peer score for 2012 of 2.75.

As was the case two years ago, other questions on these two instruments again measure students' attitudes toward service, leadership, and ethics. Results for the question about desire to be a community leader are not presently available. Findings from available questions include the following:

- 31.2% of Ripon College seniors reported that it was a very important objective for them to participate in a community action program, according to the CSS. This result was down noticeably from the result of 36% two years ago and below the peer score of 40.9%.
- On a scale of 1-4, Ripon College seniors scored a 2.98 in self-reported development of a personal code of ethics, according to the NSSE. This result was on par with the score from two years ago of 2.97 and the peer score of 2.98.

It is also possible to report on a leadership question not included in the baseline data from two years ago. According to the CSS, 90.6% of Ripon College seniors said that they had much stronger or stronger leadership abilities since they began college, an increase from 89.2% two years ago and significantly above the peer result of 85.8%

Multi-Institutional Survey of Leadership (MSL)

In spring 2012, Ripon College again participated in the Multi-Institutional Survey of Leadership (MSL), allowing an update of the baseline data from 2010. Such an update is important, as Ripon College will not participate in the MSL again until 2015, since the survey is moving to an every-three-year rotation. Key findings from last year's survey are given below, with charts in the appendices.

- As was true two years ago, Ripon College students grew in both overall Socially Responsible Leadership skills and sense of leadership efficacy during the course of their college years.

- Ripon College students scored a 4.23 on a 1-5 scale on the overall Socially Responsible Leadership Scale, slightly above the national average of 4.19, though the difference is not statistical. Because of slight differences in the survey instrument used for 2012 as compared to 2010, all results were higher than they were for the 2010 data given above. Therefore, the equivalent score for Ripon College from 2010 is 4.29.
- Ripon College students scored a 3.14 on a 1-4 scale on leadership efficacy, about even with the national average of 3.15 but down from the (recalculated) 2010 score of 3.25.

As in 2010, the data are similar to national figures. Differences in the instrument aside, the data show slight decreases from 2010, though not statistically significant ones. Therefore, it is hard to know how to interpret these data.

Ripon College Alumni Survey

The alumni survey conducted in 2008 has not yet been repeated. An alumni survey conducted by the OCE in 2011 attempted to assess the extent to which alumni/ae learned servant leadership skills at Ripon College and the extent to which they are applying those skills today. Unfortunately, that survey did not generate sufficient responses to produce meaningful results. Therefore, there is not yet any data to compare to the original 2008 baseline. Since assessing the amount of servant leadership among alumni of the college is an important task of the Pieper Chair, collecting such data will be a priority going forward.

Office of Community Engagement (OCE) Data

This year, it was time again to apply for the President's Higher Education Community Service Honor Roll. This process allowed the OCE to update its service baseline data from 2008. Results from 2010 are below, and a comparative table is in the appendices.

- Number of students who engaged in academic service learning: 282
- Number of students who engaged in forms of community service other than academic service learning: 698
- Total number of students who engaged in community service of any kind: 890
- Number of students who engaged in at least 20 hours of community service per semester: 89
- Total number of service hours engaged in by the institution's students: 5,840

These data show that the number of students participating in service learning has increased (from 114 to 282), in contrast to the results from the CSS reported above. Differing definitions of service learning

may be the reason for the discrepancy. While service-learning may have increased, the number of students participating in other forms of service has decreased. The number of students engaging in at least 20 hours of community service per week has also decreased, largely because of the end of the Bonner Scholar program and the wind-down of the Service Corps program. This decrease in high-volunteering students accounts in part for the decrease in the total number of service hours.

Data collected from the OCE's new Volunteer Tracker Database (for more on the database, see the Data Collection section under Outcome 6) give a partial indication of the number of volunteers and volunteer hours thus far for the 2012-2013 school year. This data is self-reported by students and therefore incomplete, reflecting as it does mainly the work of students enrolled in the Service Corps Program. Nevertheless, the 11 students who did self-report hours volunteered over 100 combined times for a total of over 575 combined hours.

Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness

Ripon College is in a time of fluctuation in the personnel and positions responsible for service and leadership education at the college. Some of these changes involve new people coming in to the college. The Pieper Family Chair of Servant Leadership is a new position. Some of these changes involve existing people leaving. At the end of the 2011-2012 school year, the Program Associate position in the Office of Community Engagement was downsized. At the end of the 2012-2013 school year, the Professor of Leadership Studies will retire. This turnover in faculty and staff has created an environment at Ripon College where it is possible to rethink how the college organizes its efforts around service, leadership, and ethics. We at the college have tried to make good use of the opportunities provided by that environment.

The Center for Social Responsibility

At the beginning of the fall, I asked the Dean of Faculty for permission to convene a discussion group on Service, Ethics, Engagement, and Leadership. The purpose of this group was initially to help acquaint me with the college's efforts in these areas and to collectively think through how we could improve them, addressing my first and third short-term goals for the year: learning about Ripon College and clarifying the relationships between entities responsible for promoting the principles associated with servant leadership. The group was composed of me; the Director of the OCE and ELP; the Professor

of Leadership Studies; the Van Zoeren Chair in Religion, Ethics, and Values; the Director of the Business Management Program; the Dean of Students; the Director of Student Activities; and the Chair of the Philosophy Department. We met monthly.

The discussions initially began by examining the ways in which the language of service, ethics, engagement, and leadership are used at Ripon College, part of my long-term goal to develop a common language on campus for talking about such efforts. As these discussions proceeded, an idea arose that I had heard voiced elsewhere around campus too: the need to combine and thereby clarify the college's various programs promoting service, ethics, leadership, and engagement with the community. The college currently has at least four different though related programs promoting these values, but a consensus developed that much could be gained in terms of efficiency and impact by combining these programs. Therefore, through conversations with a number of partners, we developed the idea for a Center for Social Responsibility, which would draw on the personnel and resources currently housed in the Office of Community Engagement, Ethical Leadership Program, Pieper Chair, Creative Enterprise Center, and Leadership Studies Program. At the same time, this idea sought to strengthen ties with staff from Student Affairs, part of my long-term goal to integrate academic and student services approaches to promoting servant leadership.

Such a proposed center would work collaboratively with faculty, students, and staff to serve its four main constituency groups: students, faculty, the college institution, and the broader community. The objective of the new center is to promote socially responsible action on the part of all of these constituencies. Such socially responsible behavior includes service to others, ethical action, and servant leadership. Efforts to promote such behavior range from educational opportunities such as speakers, conferences, and academic work; to hands-on experience through internships, service opportunities, and student organizations; to student and faculty development grants; to technical assistance of a variety of types. Further details of this proposal are included in an appendix.

The Dean of Faculty has received our proposal and has engaged us in initial discussion. He is currently considering the proposal and consulting with the President. Further responses to the proposal will come in this upcoming semester. We hope that it may be possible to launch the Center in the 2013-2014 school year, though that remains to be seen.

Minors in Ethics, Leadership, and Service and in Social Entrepreneurship and Innovation

Related to the proposal to create a Center for Social Responsibility are two proposals to create minors that would help integrate the mission of the center into the college's curriculum. These proposals represent a significant means by which to introduce the concept of servant leadership into the college's curriculum. The minors help fulfill two goals, one short-term and one long-term. If approved, in the short-term, they will preserve a place for the academic study of leadership in the curriculum. In the long-term, the minors are designed to promote an academically-rigorous engagement with the concept of servant leadership from a variety of disciplinary perspectives.

As it currently stands, the group working to propose a Center for Social Responsibility has put forward two proposals for minors: one for a Minor in Ethics, Leadership, and Service and one for a Minor in Social Entrepreneurship and Innovation. The two minors share some overlapping classes and requirements, and recent conversations have shifted to the possibility of combining the two into a single minor with multiple tracks. The purpose of the Minor in Ethics, Leadership, and Service is to introduce the ideals of servant leadership and ethical leadership and then allow students to explore related issues in a range of academic disciplines. The Minor in Social Entrepreneurship and Innovation would allow students to explore ways in which leaders can apply business skills and knowledge to solving pressing social problems. A new course in Ethical and Servant Leadership would serve as a foundational course for both minors. Proposals for both majors are included in the appendices.

Academic Credit for Alternative Break Trips

Despite previously having a flourishing program of alternative breaks, in recent years Ripon College has struggled to put together successful alternative break trips other than the international trips to Panama arranged by Brian Smith. A committee for alternative break trips, of which I was a member, concluded this fall that offering academic credit for reflective experiences built around alternative breaks could prove to be an important incentive for student participation and an innovative means of student learning about the issues involved in service. We drafted a proposal for creating a one-credit course around alternative break trips. A copy of this proposal is included in the appendices.

As part of laying the groundwork for the creation of this course, the committee has also compiled a list of faculty and staff members who might be interested in leading alternative break trips. It is the hope of the committee that by identifying trip leadership earlier and by having prominent faculty and staff members as leaders that the difficulties in recruiting students may be alleviated.

Future Project: Leadership Training for Student Leaders

One significant issue arising from discussions of this year's Multi-Institutional Survey of Leadership (MSL) was the need for more in-position training of student leaders. While the academic program of the college provides opportunities for abstract reflection on the principles of leadership, a need also exists to train students currently in leadership positions in the art of leadership. I have been in conversations with the Director of Student Activities, the Dean of Students, the Executive Director of the OCE and ELP, and the Director of Residence Life about possibilities for creating new leadership development opportunities for students at Ripon College. It is not yet clear what direction this training will take, but we are committed to providing this opportunity to our student leaders.

Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair

It has, of course, been less than a half-year since I have assumed the position of Pieper Family Chair of Servant Leadership. Five months seems like a short amount of time to accomplish much in developing a program to promote servant leadership at Ripon College. Nevertheless, there are a number of things to report about my activities thus far as well as my plans for the future.

Learning about Servant Leadership

Since the Pieper Chair is to be the campus' resident expert on servant leadership, I have taken the attitude that personal learning about servant leadership is therefore an important part of my responsibilities as chair, a decision reflected in my long-term goals for the position. To that end, I have been reading books about servant leadership by **Robert K. Greenleaf, Larry Spears, Kent Keith, and Don Frick**, as well as **Hermann Hesse's** *Journey to the East*, the book that inspired Greenleaf in elaborating the philosophy of servant leadership. I have also read a number of **articles on service learning** best practices and faculty motivations in adopting service learning. I have begun following a number of servant leadership **Twitter** feeds. I, as a representative of Ripon College, have joined the **Greenleaf Center**. Finally, I have made plans to attend the **Leadership Institute for Educators** and the **Annual Conference of the Greenleaf** Center in 2013.

Service Events

This fall, I had the opportunity to help organize several service events at the college. The first came in response to a request from Ripon College's new president. President Messitte requested that a service event be organized as part of the **events celebrating his inauguration**. We were happy to oblige

this presidential request to focus on service as part of the work of the Ripon College community. In keeping with Pres. Messitte's commitment to bringing global connections to Ripon, I chose a project that could be performed on campus but had global implications: making birthing kits for distribution internationally through the **United Methodist Committee on Relief (UMCOR)**. We had good participation from nearly a dozen students and staff in this project. Those who participated enjoyed the experience, and the Student Activities Office is planning on replicating it in the spring for Women's History Month.

Twice this fall, I travelled with Ripon College students to the **Oshkosh Habitat for Humanity Re-Store** as part of the OCE's **Saturdays of Service** program. This project provided me with two good opportunities: first, to get to know some of Ripon College's student volunteers and second, to reconnect with Habitat for Humanity, an organization I have long admired and with which I done significant service in the past. The Saturdays of Service program was new this semester, introduced as a way to help students overcome transportation limitations to service. I plan to continue it in the spring semester.

The end of October brought Ripon College's annual **Tiny Terror on the Square** event. Students organized this family-friendly Halloween event for children in the Ripon area. Despite wet weather that forced the event indoors, it proved extremely popular with both children and student volunteers. The event also provided an opportunity for Prof. Ann Pleiss Morris' **ENG 175: Vices and Virtues: Exploring Good and Evil in Western Literature** class to perform skits for the children as part of a service-learning project. While the event provided an opportunity for Sherri Krier, one of the OCE's student interns, to show servant leadership by organizing and running the event, I was on hand to help with day-of event logistics and problem-solving.

The biggest service project of the semester was the several events associated with **Hunger & Homelessness Awareness Week**, expanded at Ripon College to an entire month of hunger events. To start this suite of projects, I coordinated a trip to **Father Carr's Place 2 B**, a homeless shelter in Oshkosh, where we helped clean rooms and carpets. The week also saw this year's iteration of the **Empty Bowls** fundraising event. The event involved the sale of pottery bowls made by Prof. Mollie Oblinger's **ART 180: Ceramics I and ART 282: Ceramics II** students, which were then filled with tasty soup generously donated by Sodexo, Ripon College's food service provider. The money from the bowls was donated to the **Ripon Community Food Pantry**. Overall, the event raised \$559. This week also saw the launch of the college's annual **Food Drive**, which again benefitted the Ripon Community Food Pantry. This year's food drive extended the college's focus on hunger issues to the end of the semester. The Sociology

Department, Residence Life Department, Prof. Paul Jeffries' First Year Studies class, and the Red Hawks basketball teams all organized events to help collect food as part of the drive. Thanks to this strong support across the college, we exceeded our goal of 1,700 food items (the total was 1,953). In addition to events I coordinated, the OCE organized a trip to Milwaukee to help with the **Council for the Spanish Speaking Food Drive**. Student-organized events including Ripon College's first-ever **Giving Tuesday** volunteer day on the Tuesday after Thanksgiving and an **Oxfam Hunger Banquet** also led to a strong focus on the issue of hunger during November and early December.

Next semester promises to bring additional exciting opportunities for service on the Ripon College campus. The beginning of second semester will feature the annual **Martin Luther King, Jr. Week** celebration, including a service trip to the **Guest House** in Milwaukee. The spring will also contain weeks with events focusing on **access to education** and **care for older adults**. The semester will wrap up with what we hope will be a series of events organized around **Earth Week** at the end of April.

Classes

This fall's teaching schedule allowed me the chance to explore ways to present the principles of servant leadership in the classroom. In the Religion Department, I taught **REL 235: Mohandas K. Gandhi and Martin Luther King, Jr. as Servant Leaders**. This class examined the lives and philosophies of these two great leaders and connected their examples to the principles of servant leadership. I was pleased with the ways in which students drew connections between Gandhi's and King's leadership on the one hand and the principles of servant leadership on the other, even at times doing so unprompted by me. The class also contained an individual service-learning component designed to spur students to think about how they could serve as servant leaders in the contexts in which they live. (For more on this assignment, see Outcome 7.)

In addition to my teaching in the Religion Department, I also had the opportunity to co-teach **IDS 113: Introduction to Community Engagement** with Lindsay Blumer, Director of the OCE. This course is designed to motivate students to think more deeply about the issues involved in service and community engagement and introduce them to different models for such work. I presented about servant leadership over the course of two weeks in the class and participated in the discussion about other models of service to the community. The class also proved to be a great way to establish connections with some students who are very engaged with service on the campus.

This spring, I will have the opportunity to participate in two classes with themes related to servant leadership. I will collaborate with Lindsay Blumer on **IDS 114: Service-Learning Theory and Practice**. This class will encourage students to not only understand but apply knowledge about service learning. **REL 344/POGO 384/GLB 344: Religious Responses to Globalization** will examine the social, economic, and environmental challenges involved with aspects of globalization. One assignment will ask students to assess the response of a religious group to these challenges using the framework of servant leadership. The assignment is designed to get students to think about how servant leaders engage with pressing issues in the world around them.

Service-Learning

While the service-learning projects that happened on campus this fall required little support from me or the OCE, I have been in contact with the Art Department to start planning for service-learning projects for next school year. Two such projects are in the works. The first is continuing the successful service-learning project that Prof. Mollie Oblinger's **ART 180: Ceramics I** and **ART 282: Ceramics II** classes have done in the past: making ceramic bowls for sale at the annual Empty Bowls event. As in the past, this project will involve learning opportunities for the Ceramics students on the topic of hunger.

Prof. Rafael Salas and I have agreed to explore possibilities for a new service-learning project for his **ART 340: Painting II** students. This service-learning project will involve interactions between Painting students and residents of one of the area's assisted living facilities. The current concept calls for students to produce art that comes out of those interactions. The interactions will provide a service for the seniors, who often feel overlooked and neglected, and there may be the possibility for the seniors to receive copies of the art that comes out of these interactions.

Data Collection

Stories about service and service-learning projects on the campus are always exciting to recount, but an important part of my task this fall (as reflected in one of my short-term goals) has been to put in place more systematic means of determining the amount of service and service-learning that is taking place on the Ripon College campus. While the grassroots manner in which service often bubbles up at the college is a positive sign of a culture of service, learning about all that happens on the campus can be a challenge!

These data collection efforts have taken several forms. First, I created a **Service Tracker Database** to record self-reported student service. (See the appendices for screenshots from the database.) Ripon College's intranet already includes a mechanism for students to submit self-reported service hours. This information comes to the OCE in e-mail form. Previously, this data was compiled in a spreadsheet. The new database will allow for better analysis and easier reporting of the information. I have worked with the Executive Director and the Administrative Assistant of the OCE to train them in the use of the database. While it remains to be seen how many students use the self-reporting option, initial experiences with the database have been positive. Moreover, the design of the database is such that it could be used to store information collected in some other means than self-reporting.

Next in the list of data collection efforts is an agreement to share information with the **Student Activities Office**. Student Activities collects information on the accomplishments of all of the **Greek groups** on campus, including their philanthropy events. Because of the importance of Greek life at Ripon and the requirement for all Greek groups to do philanthropy, the fraternities and sororities are an important venue for student service at the college. Student Activities will now be sharing that service information with the OCE.

Early this fall, I was able to create and distribute a **faculty survey** to assess attitudes and practices related to service-learning and ethical considerations in the classroom. With support from the Dean of Faculty and thanks to the opportunity to distribute the survey at a faculty meeting, I was able to achieve a very high rate of response – just over one third of the faculty participated. The findings from the survey were encouraging: the majority of faculty reported having used service learning in at least one class. All but one faculty member indicated that they raised ethical issues in their class, and nearly 80% touched on themes of leadership or personal development. The survey also provided helpful information on how to best serve faculty interested in increasing the amount of service learning, ethics, and leadership content in their courses.

Our data collection efforts are not done for the year, however, as the spring semester will bring the administration of the **Grit Scale** survey made possible by a grant from the **Association of American Colleges and Universities (AAC&U)**. This survey will help us assess student resilience, perseverance, and ability to accomplish goals. Spring will also be a chance to touch base with the **Office of Alumni Relations** about the college's survey of its alumni/ae.

Engagement with the Community

One of my short-term goals for this year has been to learn about Ripon College and its community, and this fall brought me several opportunities to do so. In return, I've also been able to share a bit about myself, my position, my work, and the philosophy of servant leadership. I had the opportunity to present one of the college's faculty development **Brown Bag Lunches** this fall, explaining my position and the philosophy of servant leadership that it supports. This spring, I look forward to sponsoring weekly **Ted Talks and Tea** as a way of encouraging student servant leaders to reflect on important issues in the world today. This fall, I also worked with a student OCE intern and staff in the Marketing and Communications Department to **develop press stories** for the Presidential Inauguration Week and Hunger & Homelessness Awareness Week.

One of the important ways I've learned about the Ripon College community this fall has been simply sitting down and talking with people about the college and what service and leadership efforts already go on here. Over the course of the fall, I've had **conversations with faculty members** in Psychology, English, Communications, Chemistry, Sociology, Art, Religion, Business Management, and Leadership Studies about how service-learning, ethics, and leadership are taught in the classroom at Ripon. I've also had a chance to learn from the First Year Studies Coordinator and the Faculty Development Coordinator about those important programs. Through **conversations with staff members**, I've learned about Student Affairs, Residence Life, Student Activities, and Marketing and Communications at the college. I've begun attending the regular staff meetings of the Dean of Students in an effort to forge closer ties with the Student Affairs division of the college.

The fall also brought opportunities to learn about service agencies, issues, and efforts in the wider Ripon community. The OCE's **Community Engagement Fair** provided me an opportunity to meet many of our community service partner agencies. By attending the **Walk a Mile in My Shoes** training provided by UW-Extension, I was able to learn more about Fond du Lac County's growing Hispanic population. Joining the **Ripon Noon Kiwanis** has provided me with an opportunity to participate in service and make connections with other servant leaders in the town community.

Possible Future Project: Rivers as Bridges

This last summer, twenty-four Chinese high school students visited Ripon College as part of the **Rivers as Bridges** program, an educational exchange program between the United States and China organized around the study of river systems. Chinese students visited over twenty-one places in the Upper Midwest as part of an eighteen-day tour. The Chinese students' stay at Ripon College included a

leadership training component led by Prof. Jack Christ of the Leadership Studies Program at the college. Through Prof. Christ and the **Wisconsin Leadership Institute**, I have been able to learn more about the Rivers as Bridges program and look forward to further conversations about how Ripon College can continue to partner with this exciting organization and thereby help spread the message of servant leadership throughout the Midwest and even to China!

Outcome 7: A Servant Leader Who Leads at an Element or Segment of Our World

The efforts of the chair are designed to make a difference in how students, faculty, and staff live their lives. Most of these differences, while important, happen on the personal level and are unheralded in the wider world. Nevertheless, the position also includes the quest to produce a servant leader who will make a significant and noticeable contribution in a particular area of society. While that contribution may not be fully realized until years down the road, efforts to facilitate such a contribution are underway today.

REL 235: Mohandas K. Gandhi and Martin Luther King, Jr. as Servant Leaders

One example given by the Pieper Foundation of a servant leader who leads at an element or segment of our world is Mahatma Gandhi. As noted above in Outcome 6, students in my REL 235: Mohandas K. Gandhi and Martin Luther King, Jr., as Servant Leaders class had the opportunity to study this leader. Two class assignments in particular were designed to encourage students to emulate Gandhi in his service to the world. An important assumption underlying both assignments was that the accomplishments of Gandhi and King were only possible because of their connections to their contexts – in Gandhi’s case, British-controlled India and in King’s case, the segregated American South. The first assignment therefore encouraged students to reflect on their own contexts and the challenges faced by people in those contexts. The companion assignment instructed students to conduct a service project related to this context and reflect on the connection between that service experience, its context, and the ideas discussed in class. Students addressed issues as varied as child abuse, the high cost of college education, bullying, and self-image in middle school students. While it remains to be seen whether any of these students will have an impact similar to Gandhi’s, they demonstrated critical reflection on the challenges involved in such an endeavor. Moreover, as the students learned this past semester, even Gandhi did not become the Gandhi we know until well after his college days, indicating that the seeds planted now may take a long time to sprout.

Martin Luther King, Jr. Week Awards

As noted above, I served on the committee for Ripon College's Martin Luther King, Jr. Week, chaired by Assistant Director of Student Activities Kyonna Withers. One of the accomplishments of this committee was establishing annual awards as part of King Week celebrations. The three awards recognize a student, a staff member, and a faculty member. The "Living the Dream" award goes to a student who has "contributed nonstop to the dream of equality" at Ripon College. The "Drum Major Award" goes to a faculty member who has been "a drum major for justice, peace, and righteousness." The "Continuing the Dream Award" goes to a staff member who "has been at the forefront of inclusion of everyone and believes in equality of all." The winners of these awards will be announced in January. Not only will these new awards recognize members of the Ripon College community who are leading to make a difference in a segment of the world, I hope they will inspire others to do the same.

Conclusion

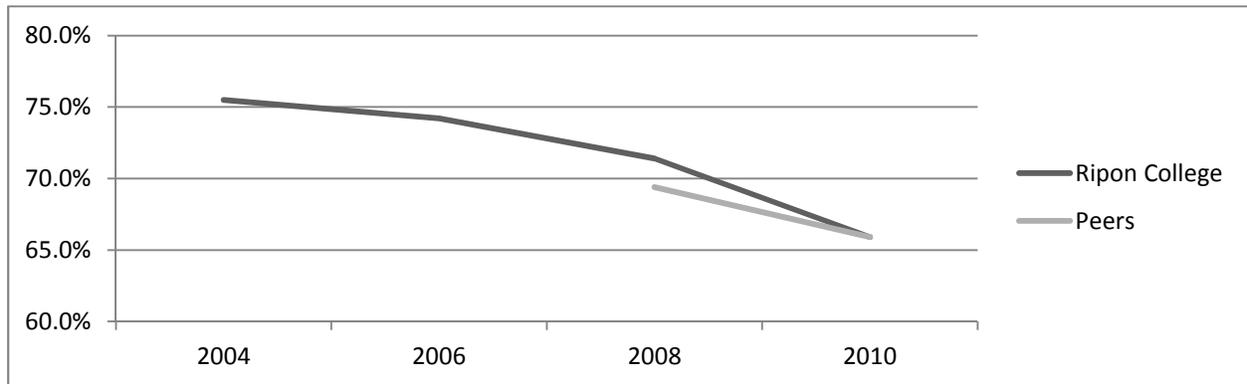
With only five months on the job, this report must necessarily be more limited than it is hoped future reports will be, and a good portion of the initiatives mentioned are still in their embryonic form. Nevertheless, I remain happy with the progress that has been made already in promoting the practice of servant leadership at Ripon College. I am settling in to the position, starting to have something to show for my efforts, and laying the groundwork for greater labors down the road. Moreover, I believe Ripon College is beginning to think more thoroughly about servant leadership and what it can mean for them. I look forward to the future development of the initiatives described herein and to updating you on them a year from now at the next annual report.

Appendices

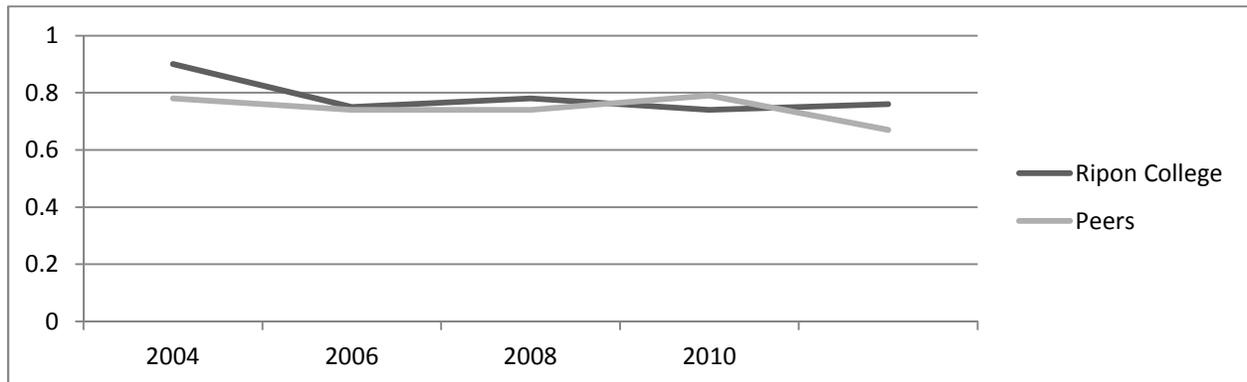
Complete Baseline Data from CSS and NSSE

Data on Ripon College student behavior

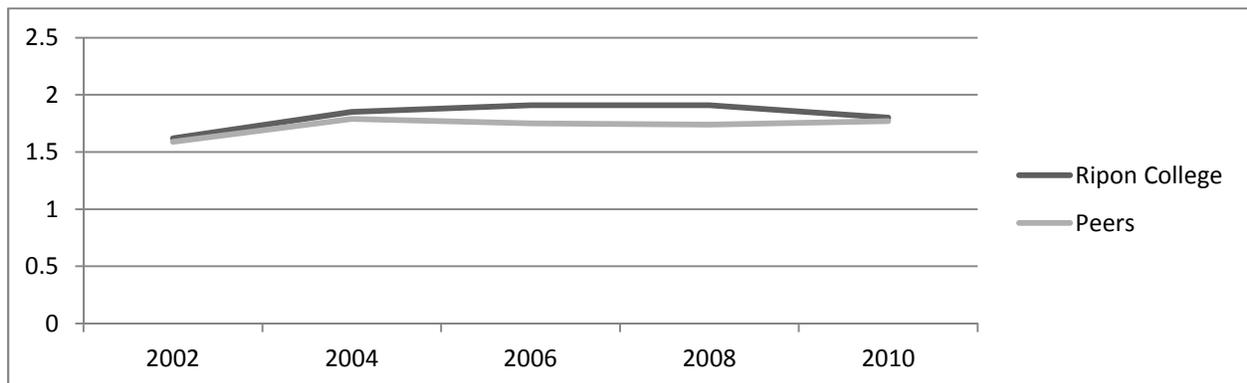
Percent of Ripon College seniors performing volunteer work, according to the CSS



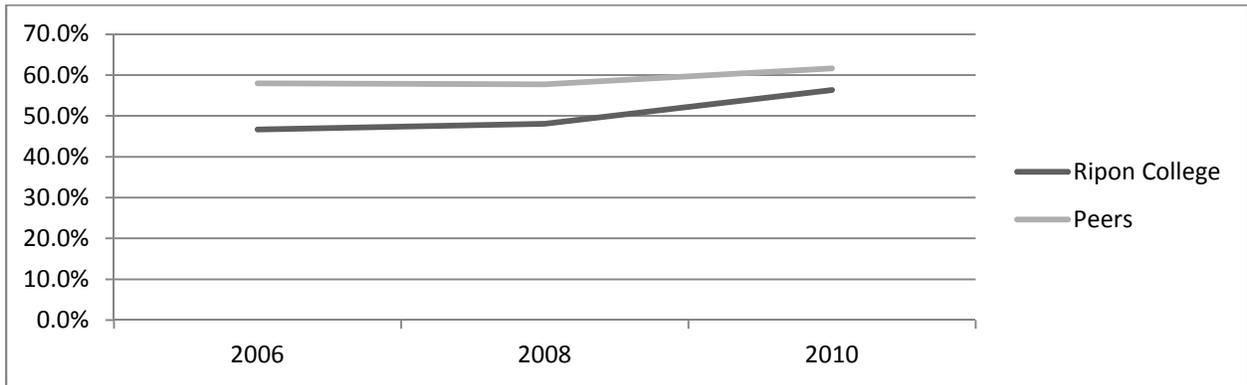
Ripon College and peer seniors performing community service or volunteer work, according to the NSSE



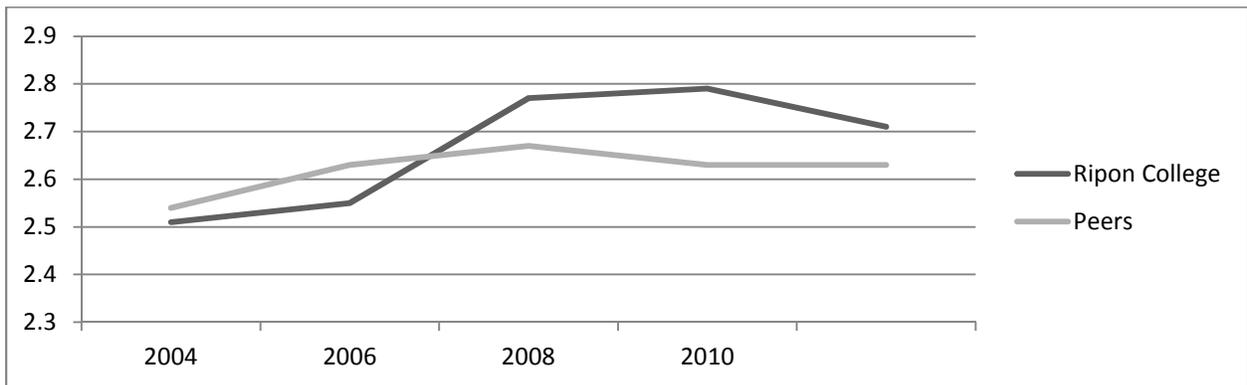
Ripon College and peer seniors participating in community-based projects, according to the NSSE



Ripon College and peer seniors performing community service as part of a class, according to the CSS

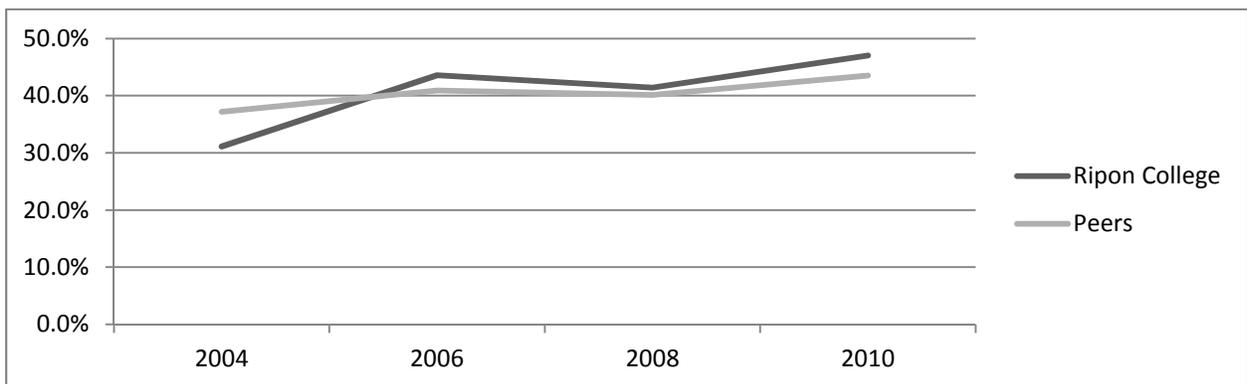


Ripon College and peer seniors contributing to the welfare of their community, according to the NSSE

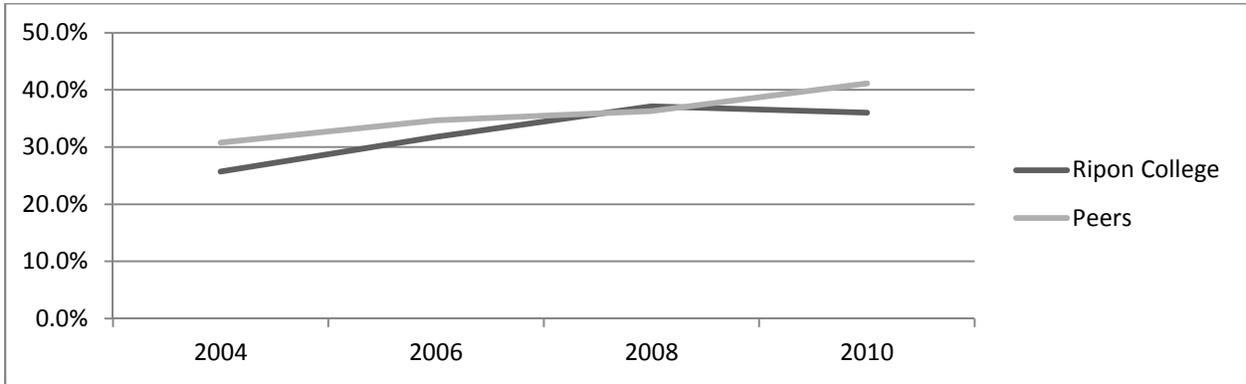


Data on Ripon College student attitudes

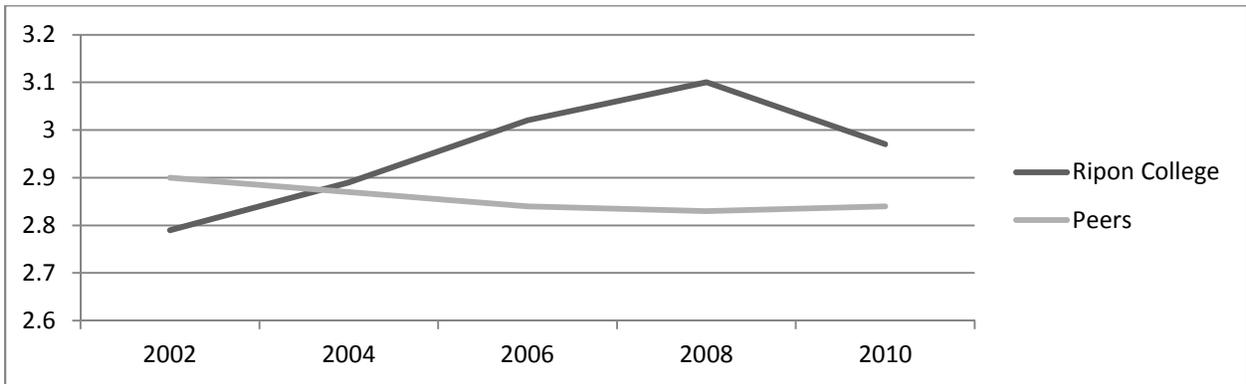
Ripon College and peer seniors reporting it was a very important objective for them to become a community leader, according to the CSS



Ripon College and peer seniors reporting it was a very important objective for them to participate in a community action program, according to the CSS



Ripon College and peer seniors developing of a personal code of ethics, according to the NSSE



Complete Data from the 2010 MSL

<i>Question</i>	<i>Ripon College</i>	<i>National</i>
Conscious of Self	3.99	3.98
Congruence	4.16	4.15
Commitment	4.32	4.30
Collaboration	4.03	4.04
Common Purpose	4.01	4.00
Controversy with Civility	3.80	3.81
Citizenship	3.79	3.81
Change	3.76	3.81
Omnibus Socially Responsible Leadership Scale	3.95	3.96
Leadership Efficacy	3.07	3.08

2012 Data from CSS, NSSE, and MSL

2012 College Senior Survey (CSS) Summary (as compiled by Chris Ogle, Dean of Students)

The 2010 CSS was taken by 162 Ripon College seniors. The results compare our students to 5,568 students from private, non-sectarian 4-year colleges and 14,854 students from all colleges across the country. The following results are comparing our results with the 5,568 students.

<i>Question</i>	<i>RC 2012</i>	<i>Comp.</i>	<i>RC 2010</i>
Much stronger or stronger leadership abilities since college	90.6%	85.8%	89.2%
Frequently or occasionally performed community service as part of a class	48.1%	54.9%	56.3%
Essential or very important to participate in a community action program	31.2%	40.9%	36.0%
Frequently or occasionally performed volunteer or community service work	71.6%	70.1%	65.9%
Essential or very important to work for social change	43.7%	46.8%	43.9%

2012 National Survey of Student Engagement (NSSE) Summary (as compiled by Chris Ogle)

The NSSE was taken by 47% of the senior class. We are compared to students at 569 institutions. The following results are comparing our results with students from similarly classified Carnegie Colleges. Scale is 1=Never, 2=Sometimes, 3=Often, and 4=Very Often --- FY=first year, SR=senior

<i>Question</i>		<i>RC 2012</i>	<i>Comp. Group</i>	<i>RC 2010</i>
Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.51	1.64	1.41
	SR	1.81	1.81	1.80
How has the college contributed to you developing a personal code of values and ethics	FY	2.75	2.91	2.90
	SR	2.98	2.97	2.97
How has the college impacted you to contribute to the welfare of your community	FY	2.61	2.73	2.65
	SR	2.70	2.75	2.71
Community service or volunteer work (0=Have not decided, Do not plan to do, 1=Done)	FY	.41	.46	.34
	SR	.70	.74	.76

2012 Multi-Institutional Survey of Leadership (MSL) Summary

<i>Question</i>	<i>RC 2012</i>	<i>National</i>	<i>RC 2010</i>
Conscious of Self	4.17	4.11	4.23
Congruence	4.30	4.26	4.38
Commitment	4.49	4.42	4.53
Collaboration	4.22	4.20	4.30
Common Purpose	4.28	4.21	4.35
Controversy with Civility	4.22	4.23	4.26
Citizenship	3.97	3.95	4.07
Resiliency	4.04	3.99	4.09
Omnibus Socially Responsible Leadership Scale	4.23	4.19	4.29
Leadership Efficacy	3.14	3.14	3.25
Leadership Aspirations	3.99	3.99	4.05

Comparisons between 2010 and 2012 OCE service data

	<i>2010</i>	<i>2012</i>
Number of students who engaged in academic service learning	114	282
Number of students who engaged in forms of community service other than academic service learning	791	698
Total number of students who engaged in community service of any kind	905	890
Number of students who engaged in at least 20 hrs of service per semester	150	89
Total number of service hours engaged in by the institution's students	8,117	5,840

Proposal for a Center for Social Responsibility at Ripon College

Submitted by Lindsay Blumer, Mary Avery, and David William Scott

December 2012

Overview

In an effort to extend the vitality, effectiveness, and efficiency of efforts to promote ethical living, social entrepreneurship, leadership, and community service on campus, this proposal calls for the creation of a new Center for Social Responsibility at Ripon College. This new center would incorporate the resources and programs of the Office of Community Engagement, the Ethical Leadership Program, the Creative Enterprise Center, the Pieper Chair of Servant Leadership, and some resources from the Leadership Studies department. It would combine these currently disparate though related initiatives into a cohesive whole. The combined center would allow the college to better accomplish innovative work related to service, ethics, leadership, and social entrepreneurship in ways that benefit students, faculty, the college institution, and the community. The center would represent a nationally distinctive feature of Ripon College's program that could become a key component of Ripon's identity and thus be leveraged to recruit students and solicit funds for the college.

Justification for Reorganization

Ripon College has numerous programs which seek to engage students, faculty, and the community in efforts to create a better future. These programs include the Office of Community Engagement (OCE), the Creative Enterprise Center (CEC), the Ethical Leadership Program (ELP), the Leadership Studies Program, faculty service-learning initiatives, and, most recently, the Pieper Chair in Servant Leadership. Indeed, such programs are part of what earned Ripon College recognition as one of the "Top 25 Schools for Do-Gooders" by Newsweek in 2010.

Nevertheless, there are several reasons to reconsider how Ripon College structures such efforts. First, the college's organizational environment has changed. The CEC has grown significantly since its inception in 2008. Over the past five years, both the OCE and ELP have seen reductions in their staffing and funding. The college has hired a new Pieper Chair in Servant Leadership and prepares for the retirement of its Professor of Leadership Studies. Second, the presence of so many related yet distinct programs raises questions about the efficiency and coherence of the college's efforts in these areas. Combining currently disparate programs would both reflect and extend current patterns of collaboration. Shared information, resources, student and community contacts, and personnel can result in more efficient, effective programs.

In order to preserve the vitality, efficiency, and effectiveness of efforts to promote ethics, leadership, and service and to best take advantage of the changed organizational environment at the college, the work of the OCE, CEC, ELP, and Pieper Chair should be combined into a Center for Social Responsibility that would leverage the resources of these current programs and such resources as become available from the Leadership Studies department.

This center will use mostly existing resources (with the requested addition of a Program Associate) to make a larger impact in student learning. Research has shown that community service, especially when integrated into the curriculum, is no mere add-on to the college experience but rather a driver of student success in college and beyond.¹ Survey and anecdotal information indicate that Ripon College students value leadership but may struggle to practice it effectively or to place it in the context of larger ethical norms.² Therefore, the existence of a unit of the college which will foster student understanding of service, leadership, ethics, and the connections between these three across academic disciplines, extracurricular activities, and potential career paths captures an important facet of the college's responsibility for student learning.

Such efforts will yield benefits to the students not only in their intellectual formation but in their careers after graduation as well. The center will impart valuable skills and dispositions to Ripon College students. In a time of scarce jobs, the service and nonprofit sector is one of the fastest-growing areas of employment, and the center can help prepare students for such jobs. Moreover, emerging models of for-profit business often include an emphasis on corporate responsibility. Students trained in ethical and servant leadership will be better equipped to succeed in such environments. Public-private ventures to address pressing social problems are increasingly common, and are reflected in the work of the center broadly, but especially the Collaborative Enterprise Consultants (the proposed new name for the work currently done by the Creative Enterprise Center) and Enactus (formerly SIFE).

The work of this center thereby embodies important dimensions of the college's mission, vision, and values. Indeed, the name for the center is taken from the college's mission of "prepar[ing] students of diverse interests for lives of productive, socially responsible citizenship." The center is an important way the college can realize its vision of being a "civic-minded college" that "will interact conscientiously with the local community and will extend its reach to the nation and the world at large." By combining academic and experiential components designed to appeal to a wide array of students and by efficiently integrating the college's efforts in community engagement, the center reflects the college's five values of serious intellectual inquiry, integrity, diverse community, stewardship, and service.

Furthermore, this proposed center would benefit the college as an institution. The creation of a Center for Social Responsibility would give Ripon College a distinctive feature that could be used to market the college to potential students and donors on a national basis. A number of other schools across the country have programs in social entrepreneurship, leadership, ethical leadership, or servant leadership. Such schools vary in institutional type, Carnegie classification, and geographic location. Nevertheless, no other ACM schools have such programs,³ and few other small, private, liberal-arts

¹ See, for instance, Anthony Lising Antonio, Helen S. Astin, and Christine M. Cress, "Community Service in Higher Education: A Look at the Nation's Faculty" *The Review of Higher Education* 23, No. 4 (Summer 2000): 373-397; Elisa S. Abes, Golden Jackson, and Susan R. Jones, "Factors That Motivate and Deter Faculty Use of Service-Learning" *Michigan Journal of Community Service Learning* 9, No. 1 (Fall 2002): 5-17.

² Surveys include the Multi-Institutional Study of Leadership (MSL) and the National Survey of Student Engagement (NSSE).

colleges do. Moreover, very few other schools in the country combine considerations of leadership with both questions of ethics and service, and social entrepreneurship does not have a presence in any such programs.⁴ The presence of such a distinctive program at Ripon College could be a major attraction for prospective students at a time when the college is trying to increase enrollment. Furthermore, the national distinctiveness of such a program could aid the college in its efforts to recruit more widely beyond Ripon's present base in Wisconsin.

While some might caution against approving such a new program at a time of financial and enrollment constraints, there is good reason to act upon this proposal now. Ripon College's Board of Trustees has made a wise decision not to go into a retrenchment mode despite the challenges facing the college. Instead, they have resolved to proceed with vital advancements of the college's mission, confident of the school's ability to navigate through difficult times. With the hiring of a new President and the launch of a capital campaign, the college is poised for a new period of growth and expansion, and this proposal for a new Center for Social Responsibility provides another piece to what, it is hoped, will be the start of a vibrant era in the college's history.

Service to Center Constituencies

The Center for Social Responsibility would combine programs and activities already undertaken by the OCE, CEC, ELP, and Pieper Chair while at the same time augmenting these activities and projecting a unified identity for such clearly related activities. Yet rather than thinking in terms of particular programs or activities, it is perhaps best to think about the center in terms of how it serves its four key constituencies: students, faculty, the college, and the community.

Students

- *Study*
Student learning through academic study is at the heart of the liberal arts experience. The center will enable such study through student development grants for summer study, facilitating student attendance at academic conferences, and two separate but related academic minors in Ethics, Leadership, and Service and in Social Entrepreneurship and Innovation. (See attachments for full descriptions of the minors.)

³ Lawrence University has a Pieper Chair in Servant Leadership which is part of its Center for Community Engagement, but this center is not a closely-coordinated or heavily promoted entity.

⁴ Other schools which do combine ethics, leadership, and service in one center include the O'Pake Institute for Ethics, Leadership, and Public Service at Alvernia University; the Bishop Center for Ethical Leadership and Community Engagement at the University of South Florida – St. Petersburg; the Institute for Principled Leadership in Public Service at Bradley University; the Institute for Ethical Leadership and Social Responsibility at Rosemont College; the Vivian Wimberly Center for Ethics and Servant Leadership at Oklahoma City University; the Ethics and Servant Leadership at Emory University; the Center for Student Leadership, Ethics, and Public Service at North Carolina State University; and the Center for Ethical Leadership and Active Citizenship at Northland College. Social entrepreneurship and innovation is not a significant emphasis for any of these programs. Certain business schools combine entrepreneurship and ethical/servant leadership, but not from a liberal arts perspective.

- *Experience*
Not all learning occurs in the classroom. That's why the center is committed to facilitating experiential learning through a number of venues. Service opportunities, whether in the form of on-going service projects, one-time service events, or alternative break trips teach students important lessons about service. Leadership training, conducted in association with Student Affairs, helps student leaders develop the skills they need to be successful in positions at Ripon College and beyond. Involvement with student organizations like Enactus and Ethics Bowl allows students to refine their skills through hands-on projects and intercollegiate competition.
- *Work*
Internships and other forms of hands-on experiential learning are becoming increasingly important in higher education. The center promotes such learning through internships as Creative Enterprise Consultants and service and ethics internships. Such internships allow students to develop job skills and build their networks to increase their employability.
- *Discuss*
Spaces for students to reflect on their study and experiences are also a key aspect of student learning. That's why the center includes student mentoring; relatively informal venues for student conversation about ethics, leadership, and service; and special opportunities for discussion such as outside speakers and sponsored conferences and workshops.

Faculty

- *Teach*
Small, liberal-arts colleges like Ripon College recognize the importance of the role of the faculty member as teacher. The center seeks to assist faculty members to continue to grow as teachers through faculty development grants, service-learning technical assistance, and curricular assistance to help incorporate issues of ethics and servant leadership into classes.
- *Learn*
Faculty members are not only teachers; they are scholars and learners as well. That's why the center provides opportunities for faculty learning including trainings, outside speakers, sponsored conferences and workshops, and Collaborative Enterprise Consultants assistance with departmental projects.
- *Serve*
The faculty life is also one of service. The center provides several opportunities for faculty to do that, whether it is through serving as a mentor to Collaborative Enterprise Consultants or through participating in service or service-learning projects. For engaged faculty, the center will gladly provide references for such service in the promotion and tenure process.

The College

- *Promote*
The college needs to promote itself to potential students, donors, and the wider community, and this center provides an unparalleled potential for doing so. As mentioned above, such a

center could be central to college branding efforts. In addition, by recording the varied outreach efforts within the college, the center will provide a resource for public relations.

- *Grow*

As a unique and attractive program, the center is poised to help the college grow in enrollment and financial resources. With proper support, the center and its staff can be important aids in the student recruiting process. Furthermore, the center can be a conduit through which the college seeks grant funding for related initiatives.

- *Connect*

The center will be another way in which the college connects to its own constituents. Surveys of students, faculty, alumni, and community partners will help the college assess its progress in its mission of forming “productive, socially responsible citizens”. The opportunity to serve as a mentor to Creative Enterprise Consultants provides another means for alumni engagement.

The Community

- *Collaborate*

Service to the wider community is at the core of the center, whether it is through supplying volunteers or through the Creative Enterprise Consultants. Yet such relationships are not a one-way street, as students themselves learn from these experiences and are mentored by community members in the process.

- *Learn*

The center is an important way in which the college can extend its educational mission beyond its walls through presentations to the community and through center-sponsored speakers, conferences, and workshops which are open to community members.

In addition to the descriptions above, a chart containing a list of key constituencies and related activities is attached to this proposal.

Collaborations and Partnerships

In conducting these activities, the Center for Social Responsibility would rely on the cooperation of a range of partners. A full list of the partners necessary for each activity is included in the attached chart. These partners range from service partners in the broader community, to faculty teaching service-learning classes and other classes for the minors, to the Dean of Students and other administrative and staff positions. By working in collaboration with these partners, the center will seek to be fully integrated into the life of the college and its community.

Staffing

Use of current staff

This proposal could begin to be implemented with the existing staff resources of the Executive Director of the Office of Community Engagement and Ethical Leadership Program, Director of Business Management, Pieper Chair of Servant Leadership, and Administrative Assistant for the OCE. To do all of

the work described above would be beyond the abilities of these positions, but these staff members could undertake the basics of this work.

Adding a Program Associate would greatly increase the work of the center

While it is possible to do the proposed activities above, the addition of a Program Associate position would allow the proposed Center to greatly expand the range, quantity, and quality of work it could perform. A Program Associate should be hired to assume major responsibility for recruiting students, serving as a liaison with community partners, and coordinating details for volunteer and CEC projects. The addition of a Program Associate would leave the Center Director, Director of Business Management, and Pieper Chair freer to pursue other, more innovative aspects of the center's work with students, faculty, and the college. Indeed, for the center to be fully successful, the hiring of a Program Associate is a crucial piece of the plan.

The purpose of this proposal is to put forward an idea that would be more than just a volunteer center. Almost all college campuses have volunteer centers; a Center for Social Responsibility would be a unique selling point for Ripon College. Nevertheless, without a Program Associate, it is inevitable that both the Director and the Pieper Chair will have to spend significant portions of their time coordinating service opportunities for Ripon students. Such a use of time does not align well with the experience and interests of either position, and it takes away from their ability to pursue other aspects of their positions, including prospective student outreach.

Moreover, because such a Program Associate would be shared across programs currently associated with the OCE, ELP, and CEC, this position would help cultivate relationships with students and community partners in a more efficient way than is currently being done. The Center Director, Director of Business Management, and Pieper Chair all consider student contact an important portion of their job; nevertheless, a Program Associate who can recruit for an array of programs would help draw students in to the center. Having one point of contact for groups seeking some form of assistance from the college, whether it is volunteers or consulting services, would provide a simpler, easier-to-navigate experience for community partners.

Financial Considerations

Budgetary proposals

The attached budget proposal contains three different scenarios. The first scenario includes hiring a program associate and expanding student and faculty development grants. The second scenario includes hiring a program associate but makes cuts in other areas to help cover those costs. The third scenario assumes level funding, but reallocates money to prioritize student and faculty development grants. The work of the CEC is not included in any of these scenarios.

Increased enrollment increases the college's bottom line

This proposal should not be seen merely as a way to better serve our existing students but as an exciting new way to recruit future students. The creation of this center will get Ripon College better

name recognition, which will help with recruitment. The presence of such a center will attract some students. Moreover, with the addition of a Program Associate, the Director and the Pieper Chair will be able to assist with recruiting efforts. The new students brought in by this center will financially benefit not only the center, but the college at large.

A naming gift for the Center could be solicited

Since the Center represents a significant and innovative new program at Ripon College, there is the potential to work with the Office of Advancement to solicit a naming gift for the center. Such a gift could amount to a significant contribution to the college. Ideally, such a gift would increase the college's endowment, and the interest from the gift could be used to help underwrite the activities of the center.

Pieper Funds that can be used for the work of the center will increase

As additional funds are awarded by the Susan and Richard Pieper Family Foundation to Ripon College on a yearly basis, and as the yield from the Pieper endowment increases, the amount of money available to Ripon College from the Pieper gift should increase. Since the work of the Pieper Family Chair in Servant Leadership is tied to the broader work of the center, these funds should be available to help underwrite some of the costs of the center's work or expand that work in the future.

Grant funding is possible, especially for a Program Associate

With the help of the Advancement Office, Mary Avery has already put together a proposal and identified potential target foundations to secure grant funding for the first two years' salary for a Program Associate. While such grant funding is not a long-term solution to funding this position, it would carry the position through the first couple of years while students are recruited, a naming grant is solicited, and Pieper funds accrue. In addition to grant funding for the program associate, additional grant funding for current or future programs is also a possibility.

Creative Enterprise Center (renamed Creative Enterprise Consultants) revenue can continue to grow

The CEC charges fees for its consulting services which are designed to cover the expenses of student wages. Currently, however, there is an operating shortfall of approximately \$5,000/year. Nevertheless, the amount of consulting work undertaken in the last few years has steadily increased. The efficiencies generated by this proposal, especially with the addition of a Program Associate, should help the CEC continue to increase its revenue so that it can more fully cover student wages.

Expanded funding will lead to expanded programming

For several of the program areas described above, while some work can already be undertaken, the amount of the work can be increased as additional funds become available through increased Pieper monies, a possible naming gift, possible grants, and other sources of revenue. Such areas for expansion include faculty development grants, support for students to attend conferences, inviting outside speakers to campus, and hosting conferences and workshops. It is the intention of the Director and the Pieper Chair to expand these activities as funds become available.

Proposal for a minor in Ethics, Leadership, and Service Studies

Drafted by David W. Scott

Ripon College, November 2012

Justification for proposed minor:

This proposal for a minor is part of a larger proposal to reorganize and revitalize the college's work to promote ethics, leadership, and service among its students and goes along with the proposal to create a Center for Social Responsibility and the proposal for a minor in Social Entrepreneurship and Innovation. Whereas the minor in Social Entrepreneurship and Innovation focuses on the intersection between service and business, this minor examines service across the private and public sectors.

While non-academic programs such as internships, trainings, speakers, and conferences are an important way to promote these efforts on campus, they fall short of thorough engagement with these concepts from an academic perspective. The interdisciplinary nature of this program encourages students to apply considerations of ethics, leadership, and service broadly, as befits the liberal arts tradition. The presence of such an interdisciplinary minor in the college's curriculum will allow students to engage interrelated questions of ethics, leadership, and service in a more thorough and intellectually rigorous manner than currently possible. The minor is designed with a combination of requirements and electives that are designed to contribute to a coherent intellectual goal that draws upon both theoretical and experiential learning. An introductory course first presents to students the need to incorporate considerations of ethics and service into true leadership. Additional coursework allows students to deepen their understanding of ethical frameworks; examine how questions of leadership, management, and social change work out in various disciplines; explore the contexts in which service takes place; practice the integration of service and learning; and apply their knowledge of ethics, leadership, and service in an experiential context.

National surveys of young adults, surveys of Ripon College students, and interactions with Ripon College students suggest that students often have a superficial or even deficient understanding of ethics, leadership, and service. Familiarity with and ability to articulate ethical decision-making processes that make reference to common intellectual traditions rather than personal preferences is sorely lacking. Sociologist Christian Smith states that young people have not been given the resources by schools, institutions, and families to think broadly about moral obligations. Studies have also shown that even students who consider themselves ethical may still engage in unethical behaviors such as academic dishonesty in certain situations. Furthermore, while Ripon College students may value leadership and service, evidence such as the Multi-institutional Survey of Leadership indicates students may not always engage in leadership or service in an effective and ethical way. Frequent scandals in the business and political world demonstrate a need for ethical leaders who will serve their constituents' best interests. All these findings suggest that this proposed academic program would help fill a real gap in students' intellectual understandings. In addition, because such skills are not common among young people, students who have such training may have an advantage relative to their peers in seeking employment and positions of leadership in post-graduate life.

The proposed minor in Ethics, Leadership, and Service also has the advantage of expanding Ripon's curricular offerings without requiring the approval of many new courses. While a new

introductory course would need to be approved, because of the interdisciplinary nature of the program, other courses can be chosen from the college's current offerings. Furthermore, the new introductory course would provide a replacement for some of the Leadership Studies classes. The interdisciplinary nature of the minor is a significant departure from the college's previous offerings in Leadership Studies. Hence, this proposal should be seen as a new program, not merely a continuation of the current Leadership Studies program, though it does provide an alternative for students currently interested in that academic program and a possible avenue for current students to finish out that minor. The minor would also provide a home to other courses currently listed in Interdisciplinary Studies, such as IDS 201 and the proposed practicum in alternative breaks. Moreover, the minor would provide a home for some students who have up until this point designed their own majors in social justice or related topics.

The creation of such a minor fits squarely with the college's mission, vision, and values. Such a minor would contribute directly to graduates living lives of "productive, socially responsible citizenship". It would also promote "interact[ing] conscientiously with the local community and [extending one's] reach to the nation and the world at large". This proposed minor would combine the college's core value of serious intellectual inquiry with its values of integrity, stewardship, and service. Additionally, in its structure, this proposed minor is very similar to other interdisciplinary programs already offered at Ripon College, including Law and Society (minor), Global Studies (major), Environmental Studies (major or minor), Latin American and Caribbean Studies (major or minor), Museum Studies (minor), National Security Studies (minor), Psychobiology (major), Women's and Gender Studies (minor).

While some may be concerned that such a minor would promote a particular moral view, this accusation is no more true of this proposed minor than it is of the Environmental Studies or Women's and Gender Studies programs, both of which are based on particular ethics yet maintain standards of academic integrity. The courses for this minor, like religion and philosophy courses broadly at Ripon College, will not be taught in a confessional manner.

Although an academic program combining ethics, leadership, and service would be new to Ripon College, it fits with models already in place at other schools. Schools as varied as North Central College (Leadership, Ethics, and Values Program), Aurora University (servant leadership minor), McMurray University (servant leadership minor), Georgia Tech (Cowan-Turner Program in Servant Leadership), University of Pittsburgh (Certificate in Leadership and Ethics), the University of South Florida – St. Petersburg (Leadership Minor from Bishop Center for Ethical Leadership and Community Engagement), Bradley University (Leadership Minor from Institute for Principled Leadership in Public Service), Oklahoma City University (Oikos Scholar Program), and Columbus State University (courses but no minor or major) all have undergraduate academic programs combining the study of leadership with service and/or ethics. Most of these schools are liberal arts schools. Therefore, such a program at Ripon would have solid precedents. At the same time, however, the number of schools with such programs is small enough that the creation of such a program would make Ripon exceptional in comparison to its peers. Such a distinctive program could be used to help recruit quality students to Ripon not only from Wisconsin but on a broader, national basis. Thus, such a proposed minor could contribute significantly not only to the college's academic program, but to the overall strength of the institution.

The proposed content of the minor is as follows:

Ethics, Leadership, and Service Studies

Overview: The Ethics, Leadership, and Service minor encourages students to integrate ethical considerations and questions of service with understandings of leadership across disciplinary boundaries. Far from being merely personal matters, ethics, leadership, and service can be understood and analyzed from various scholarly frameworks that can assist students in using theory to inform practice. An introductory course presents students with the importance of ethical decision-making frameworks and considerations of service to others in concepts of leadership. Electives in ethics, service learning, leadership, and contexts of service and leadership and practicum experiences help students deepen their understandings of ethics, leadership, and service and integrate them with a variety of disciplinary perspectives and real-world scenarios.

Requirements for a minor in Ethics, Leadership, and Service:

This proposal includes two possible options for requirements for this minor, both of which total twenty-two credit hours:

Option #1:

Core Courses: ELS 110, one 300-level course, and at least two total credits chosen from among ELS 201, 241, 242, 551, and 552.

Electives: Four credits from the following list of courses involving study of ethics (please note prerequisites):

- Philosophy 202: Business Ethics
- Philosophy 241: Ethics
- Philosophy 245: Professional Ethics
- Philosophy 353: Human Rights
- Politics 346: Morality and Public Policy
- Religion 224: A Convenient Hatred: A Study of Anti-Semitism
- Religion 231: History of Christian Theology and Ethics
- Religion 321: Ethics and International Affairs
- Religion 332: Comparative Religious Ethics
- Religion 342: The Ethics of Zionism

Four credits from the following list of courses involving study of leadership (*this list to be refined in collaboration with the faculty*) (please note prerequisites):

- Anthropology 312: Activist Anthropology
- Arts 377: Arts Management
- Business Management 310: Nonprofit Organization Management
- Business Management 315: Strategic Management
- Business Management 413: Entrepreneurship and Small Business Management
- Economics 354: Managerial Economics
- Exercise Science 450: Administration in Physical Education, Athletics, and Recreation
- Exercise Science 451: Athletic Training Administration

French 365: Les écrivains engagés

Military Science 151: Leadership and Personal Development

Military Science 152: Introduction to Tactical Leadership

Military Science 251: Innovative Team Leadership

Military Science 252: Foundations of Tactical Leadership

Psychology 225: Human Resource Management

Psychology 225: Organizational Behavior

Psychology 300: Personnel

Religion 235: Religious Models of Servant Leadership: Mohandas K. Gandhi & Martin Luther King Jr.

Sociology 308: Public Sociology and Activism

Four credits from a course from any discipline with a significant service learning component (must be approved by the coordinator of the minor).

Option #2:

This option removes the 300-level course from the list of required classes and instead substitutes the following requirement:

Four credits from the following list of courses studying contexts of service (please note prerequisites):

Sociology 201: Social Problems

Sociology 204: Sociology of Jobs and Work

Sociology 301: Social Movements

Sociology 302: Sociology of Health and Medicine

Sociology 304: Sociology of Inequalities

Sociology 306: Criminology

110. Introduction to Ethical and Servant Leadership – Scott (4 credits)

This course will introduce students to the paradigms of ethical leadership and servant leadership, emphasizing the importance of considerations of ethics and service in prominent contemporary understandings of leadership. It will examine ethical and service-related questions about leadership such as the following: What is the purpose of leadership? How should leaders and followers relate? What does it mean to serve? What do various religious and secular traditions have to say about ethics and service to others? How does context shape leadership? What are the practices of ethical and servant leadership?

201. Business Management Projects – Avery (1 credit)

This class, in cooperation with Ripon College Students in Free Enterprise (SIFE) will focus on community projects that will teach business skills and/or improve the community. Students will assess community development needs and develop projects that will respond to those. No prerequisites. Students who are not business majors are especially encouraged to participate in the class. S/U grading. Repeatable for credit; a total of two credits may be earned. Open to sophomores, juniors and seniors.

241, 242. Service Learning Practicum: Alternative Breaks – Staff (1 credit)

This course will examine theories of service and social, economic, and cultural issues related to a particular setting of service before participating in an alternative break trip to carry out service in that setting. Further reflection and analysis is required after the trip. No prerequisites. Repeatable for credit yearly; a total of four credits may be earned.

330. Service Learning Theory & Practice – Blumer (4 credits)

This course introduces students to the theory and pedagogy of service-learning. Students study the history of service-learning in secondary and post-secondary contexts, examine service-learning methods employed by educators in varied disciplines, and identify new approaches to advance this form of academic experiential learning. Students will complete a comprehensive service-learning project which applies service-learning theory and pedagogy to a specific course and nonprofit community partner.

340. Community Building and Organizing – Blumer (4 credits)

This course surveys the essentials of community building and organizing through the lens of poverty, justice, environment and equality. Students will explore the process of community organizing through several examples of grassroots movements. Students will experience community organizing on several levels with the help of a community service project that will examine the personal, social and community constructs that combine to create change.

541, 542. Independent Study in Ethics, Leadership, and Service – Staff (variable credit)

Supervised reading and research on a topic involving issues of ethics, leadership, and service.
Prerequisites: Junior or senior standing, 12 credits toward the minor, and consent of faculty supervisor.

551, 552. Internship – Staff (variable credit)

Supervised field work combining scholarly research and participant-observation in a position of leadership. Research and observation must reflect on an issue related to service or ethics encountered in the leadership position. Students must coordinate with faculty supervisor in selection and design of internship. *Prerequisite: Consent of faculty supervisor.*

Other 300-level courses may be offered in the future, including such courses as Nonprofit Lobbying; Strategic Planning for Nonprofit Organizations (Managing Organizational Transformation—A Case Study Approach); Community Program Development and Evaluation

Proposal for a minor in Social Entrepreneurship and Innovation

Drafted by Mary E. Avery

Ripon College, November 2012

Justification for proposed minor:

This proposal for a minor is part of a larger proposal to reorganize and revitalize the college's work to promote ethics, leadership, and service among its students and goes along with the proposal to create a Center for Social Responsibility and the proposal for a minor in Ethics, Leadership, and Service. Whereas the minor in Ethics, Leadership, and Service emphasizes public and private forms of service, this minor in Social Entrepreneurship and Innovation focuses on the intersection of business and service.

The Business Management Program has gradually incorporated the ideas of nonprofit organization management and the emerging discipline of social entrepreneurship/social innovation. Classes offered in business and other disciplines as related to this topic (Nonprofit Organization Management, Business and Society, Museum Studies, Arts Management, etc.) have increased in popularity in recent years. Students are more likely than ever to begin careers in service and nonprofit organizations, as those opportunities are growing at a faster rate than those in the for-profit sector. Individual classes and extracurricular opportunities like Enactus and the CEC fall short, however, of the full engagement with considerations of the interactions between business, the nonprofit world, and community needs possible in an academic minor. This new minor would therefore give students a greater chance to explore the intellectual dimensions of these topics while at the same time preparing them for successful careers after college.

Like other offerings in the Business Management Program, the minor will be interdisciplinary, and will include courses that should interest a wide variety of students. The pool of potentially interested students includes not only those students who have traditionally been interested in Business Management minors, but also students previously interested in the Leadership Studies minor and students interested in careers in the nonprofit world. The proposed minor also has the advantage of expanding Ripon's curricular offerings without requiring the approval of many new courses. The new introductory course is already being proposed as a part of the proposal for the Ethics, Leadership, and Service minor, and other courses can be chosen from the college's current offerings.

The creation of such a minor fits squarely with the college's mission, vision, and values. Such a minor would contribute directly to graduates living lives of "productive, socially responsible citizenship". It would also promote "interact[ing] conscientiously with the local community and [extending one's] reach to the nation and the world at large". This proposed minor would combine the college's core value of serious intellectual inquiry with its values of integrity, stewardship, and service. Additionally, in its structure, this proposed minor is very similar to other interdisciplinary programs already offered at Ripon College, including Law and Society (minor), Global Studies (major), Environmental Studies (major or minor), Latin American and Caribbean Studies (major or minor), Museum Studies (minor), National Security Studies (minor), Psychobiology (major), Women's and Gender Studies (minor).

Although the Social Entrepreneurship/Social Innovation minor would be new to Ripon College, it fits with models already in place at other schools. Schools as varied as Tulane University, Creighton University, New York University, USC, Gordon College, Wake Forest College, Marymount University,

Baylor University and George Mason University have similar programs, primarily minors. Therefore, such a program at Ripon would have solid precedents. At the same time, however, the number of schools with such programs is small enough that the creation of such a program would make Ripon exceptional in comparison to its peers. Such a distinctive program could be used to help recruit quality students to Ripon not only from Wisconsin but on a broader, national basis. Thus, such a proposed minor could contribute significantly not only to the college's academic program, but to the overall strength of the institution.

The proposed content of the minor is as follows:

Social Entrepreneurship and Innovation

The Social Entrepreneurship and Innovation minor provides students with the specific leadership, business skills and creativity necessary to effectively contribute to solving social problems in sustainable ways. An introductory course in servant leadership and an ethics elective introduce students to the importance of ethical decision-making frameworks in leadership and service, while electives in other disciplines that have a focus on service learning and leadership will help students to integrate these frameworks with a variety of disciplinary perspectives and real-world scenarios.

Requirements for a minor in Social Entrepreneurship and Innovation

Core Courses: ELS 110: Introduction to Ethics in Leadership and Service

BSA 310: Nonprofit Organization Management

BSA 311: Social Entrepreneurship and Innovation

Ethics Requirement: Four credits from the following list of courses (please note prerequisites):

Philosophy 202: Business Ethics

Philosophy 241: Ethics

Philosophy 245: Professional Ethics

Philosophy 353: Human Rights

Politics 346: Morality and Public Policy

Religion 231: History of Christian Theology and Ethics

Religion 321: Ethics and International Affairs

Religion 332: Comparative Religious Ethics

Four credits from the following list of courses (please note prerequisites):

Anthropology 312: Activist Anthropology

Arts 377: Arts Management

Economics 361/461 Development Economics

Ethics, Leadership and Service 201: Business Management Projects

Ethics Leadership and Service 340: Community Building and Organizing

Military Science 151: Leadership and Personal Development

Military Science 152: Introduction to Tactical Leadership

Military Science 251: Innovative Team Leadership

Military Science 252: Foundations of Tactical Leadership

Psychology 225: Organizational Behavior

Religion 235: Religious Models of Servant Leadership: Mohandas K. Gandhi & Martin Luther King Jr.
Sociology 201: Social Problems
Sociology 304: Sociology of Inequalities
Sociology 301: Social Movements
Sociology 308: Public Sociology and Activism

Four credits from a course from any discipline with a significant service learning component (must be approved by the coordinator of the minor).

New Courses:

110. Introduction to Ethical and Servant Leadership – Scott (4 credits)

This course will introduce students to the paradigms of ethical leadership and servant leadership, emphasizing the importance of considerations of ethics and service in prominent contemporary understandings of leadership. It will examine ethical and service-related questions about leadership such as the following: What is the purpose of leadership? How should leaders and followers relate? What does it mean to serve? What do various religious and secular traditions have to say about ethics and service to others? How does context shape leadership? What are the practices of ethical and servant leadership?

BSA311. Social Entrepreneurship and Innovation – Avery (4 credits)

Social Entrepreneurship may be defined as creating successful organizations for stakeholders, and not stockholders. Resources available to address all manner of global problems, including social, environmental, health care, and others are limited. Organizations that are effective at building capacity through efficiency and collaboration will be the successful, world changing organizations of the future. Through service and the creation of social initiatives, students will learn how to use business tools to achieve benefits for society.

541, 542. Independent Study in Social Entrepreneurship and Innovation – Staff (variable credit)

Supervised reading and research on a topic involving issues of ethics, leadership, and service.

Prerequisites: Junior or senior standing, 12 credits toward the minor, and consent of faculty supervisor.

Credit-Based Alternative Breaks Proposal

Drafted by Lindsay Blumer

The Alternative Breaks Committee proposes that eligible alternative breaks have a one-credit pass/fail option. Participation in alternative breaks assists students in applying complex academic concepts in a setting that simultaneously challenges their global and cultural assumptions. This type of experiential learning enhances all types of learning and prepares students for life after college. The impetus for this proposal is to reinvigorate the alternative breaks program and provide a co-curricular element that meets the vision and mission of the Alternative Breaks Committee and Ripon College.

Logistics

The Committee proposes that each eligible alternative break carry the option to register for the break as a one-credit pass/fail course. Students who chose the credit-bearing break option would be required to attend three pre-break meetings focused on issue-education, cultural elements and reflective skill-building. This would be accomplished through discussion, readings and small journaling assignments. Students would then be required to attend the entire break (without incident) and would commit to two post-break meetings consisting of a reflection exercise and presentation on campus and/or to a community group.

Students who want to attend the alternative break but do not wish to register for the credit-bearing portion would be required to attend one pre-break trip planning session, attend the entire break (without incident) and would commit to one post-break presentation with those receiving credit to on campus and/or to a community group.

Advantages

- Creates an atmosphere that out-of-class learning is valued and supported
- Demonstrates that experiential learning and service learning are important means for student learning
- Increases interest among the student body for alternative breaks and the topics addressed therein
- Legitimizes the work of faculty and staff who plan and facilitate alternative breaks
- Enhance the number and type of breaks offered
- Creates a mechanism for self-reflection and assessment

Details

- The current IDS 113/114 courses are to be reworked to become ELS 341/342 Service Learning Practicum-Alternative Breaks
- Students of any standing (FY-SR) are eligible to register for ELS 341/342
- Students may register for ELS 341/342 more than one time for a maximum of four credits over four years

- All credit-bearing alternative breaks will have a faculty advisor. A staff-led alternative trip can be credit-bearing with a faculty advisor. Student leader –led alternative breaks cannot be credit-bearing
- There will be the following prerequisites for ELS 341/342 (all credit-bearing alternative breaks)
 - Letter of recommendation from one faculty and/or staff member
 - Authorization of the Dean of Students using a version of the Maymester forms
- All student fees will be estimated and explained in the course catalog. Alternative break fees are above and beyond any tuition and/or financial aid. Students will be responsible for their portion of the alternative break (transportation, lodging, incidentals, registration fees) as well as a portion of the staff and/or faculty advisor’s fees
- Advisor compensation will be as follows
 - Faculty: expenses covered if attending the alternative break, three-credit teaching relief in one semester if advisor to an alternative break for three consecutive or non-consecutive alternative breaks
 - Staff: expenses covered if attending the alternative break, small stipend (to be determined no later than September 1st of each academic year)

Student Policies

- Students must follow all policies set forth by the College regarding off-campus trips
- Students must follow all substance-free policies while on the break
- Students must meet the assessment criteria as outlined by the grading rubric
- Students must submit all paperwork and receive necessary authorizations to be eligible

Break Proposal Process & Eligibility

It is the intention of the Alternative Breaks Committee to have an open proposal process for all alternative breaks whether they are credit bearing or not. Any staff/faculty member and/or student can propose an alternative break. Likewise, staff/faculty from any department can lead an alternative break with Ripon College students. In order to best facilitate this process the following guidelines have been established (for all alternative breaks whether credit bearing or not):

- All alternative break ideas will be proposed to the Alternative Breaks Committee no later than May 1st of the year previous to the academic year in which the trip will occur. Details of the alternative break do not need to be in place nor reservations made, however, a plan to accomplish these planning details along with which staff/faculty member will lead the break must be presented.
- All proposed alternative breaks will be measured against the criteria set forth by the Alternative Breaks Committee (as stated in the mission and core values)
- It is advised that no more than three alternative breaks occur during any break to ensure each break has enough participants
- All alternative breaks must have a staff/faculty leader and/or a student leader. A student leader must have a staff/faculty advisor for the alternative break trip. This means the student leader

must be in communication with the advisor before, during and after the trip. It is recommended that student leaders attend an alternative break(s) first before becoming a student leader

- All proposed alternative breaks must address the issues of transportation, meals, housing and have students already interested in the proposed alternative break
- The following activities are NOT considered alternative breaks: student organization trips (with some exceptions based on the student organization’s mission), trips that are political and/or religious in nature (unless an opt-out provision is in place), trips that contain more than 20% of the time sightseeing, field trips, trips that do not have a staff/faculty advisor, vacations, trips that do not fit with the Alternative Breaks Program mission
- All alternative breaks will conduct reflection and evaluation exercises that will be posted to the Office of Community Engagement blog. These standardized materials will be provided to the trip leader(s) upon confirmation of their alternative break. Leaders are encouraged to conduct additional reflection and evaluation exercises related specifically to their alternative break and/or with their community partner during the trip
- All alternative break opportunities (fall, winter, spring) will be announced no later than September 15th of the academic year in which the alternative breaks will occur
- There is a common application for all alternative break trips. This application can be found on the Ripon College Portal under Campus Life, Alternative Breaks. Deadlines for participating in the alternative break(s) will be determined each semester as appropriate
- Any staff/faculty trip leader or advisor will have access to an OCE sub-account for budgeting purposes. This is a temporary account and all remaining funds in the account after the trip will revert to an unrestricted alternative breaks account. It is the responsibility of the staff/faculty trip leader or advisor to maintain a balanced budget.

Rubric

As with any program that expects learning outcomes, alternative breaks, particularly those that would be credit bearing, must demonstrate that students achieved these outcomes with some consistency. The rubric below is an example of how each alternative break would be assessed for learning outcomes and would be one component of determining the pass/fail grade for those choosing a credit bearing alternative break.

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Consciousness of Self	Unaware of personal ideals or behaviors	Recognizes some ideals/behaviors but cannot connect them to service	Recognizes some ideals and/or behaviors but does not consistently	Able to recognize and demonstrate ideals and/or behaviors as connected to	Able to recognize, demonstrate and explain ideals and/or behaviors in

			connect them to service	service	the context of self and society
Common Purpose	Does not contribute to common purpose	Recognizes common purpose but cannot connect to own behavior	Recognizes common purpose but connects to own behavior only some of the time	Able to recognize and demonstrate common purpose and connect to own behavior	Recognizes and explains common purpose in the context of own contributions and behavior
Cultural Perception	Does not perceive cultural cues	Perceives some cultural cues but does not connect them to project/self	Perceives some cultural cues and connects them to project/self only some of the time	Perceives cultural cues and connects them to project/self most of the time	Perceives and can identify cultural cues and puts context to them for project/self
External Perspectives	Does not consider external perspectives	Considers some external perspectives but cannot relate them to project/self	Considers some external perspectives but relates them to project/self some of the time	Considers external perspectives and relates them to project/self most of the time	Considers and applies external perspectives and relates them to project/self
Social Justice	Does not perceive social justice issue(s)	Perceives only general social justice issue(s)	Perceives social justice issue(s) but not in context	Perceives social justice issue(s) in context	Perceives and applies understanding of social justice issue(s)
Active Reflection	Does not reflect on work	Reflects on work occasionally	Reflects on work most of the time	Reflects on work each time but has trouble connecting to specific project	Reflects on work each time and connects to specific project goals
Resilience	Does not exhibit resiliency to challenges	Exhibits some resiliency to challenges	Exhibits resiliency to challenges occasionally and cannot apply them to future challenges	Exhibits resiliency to challenges but cannot apply them to future challenges	Exhibits resiliency to challenges and applies them to future challenges

- *Adapted from Cordell World Wise Schools and Using Rubrics to Assess Learning Through Service, Allam et. al.

Syllabus from Religion 235: Religious Models of Servant Leadership: Mohandas K. Gandhi and Martin Luther King, Jr.

Prof. David W. Scott

Fall 2012

M, W, Th, F, 9:05-9:55 @ Todd Wehr 106

Office: #227 Harwood Memorial Union

E-mail: scottdw@ripn.edu

Office hours:

Phone: x8318

Mission Statement of Religion Department

Students in the Department of Religion engage some of the major religious and moral traditions of the world so that as educated adults they understand the origins and development of human spiritual heritages and as responsible citizens better relate to the multi-religious dimensions of the contemporary world.

Learning Skills to be Developed in Religion Courses

Students in Religion courses will be expected to develop one or more of the following skills:

1. demonstrate an understanding of the basic teachings of major religious and moral tradition(s);
2. evaluate and interpret the interaction of religious and moral traditions with the culture(s) in which they emerged and developed over time;
3. engage in a critical analysis of the interactions of religious and moral traditions and contemporary cultures

Course Overview

Mohandas K. Gandhi and Martin Luther King, Jr. have both served as inspiring models of servant leadership for many, effectively working for the betterment of their communities, even at great personal cost. Both Gandhi and King embodied the principle that “to lead means to serve”, as Robert Greenleaf has put it. This course will examine their lives, work, and thought, as well as the connections and contrasts between the two of them, since King was explicit about his indebtedness to Gandhi. The course will consider the social, religious, and political aspects of their service.

Objectives of this Course:

- Students will understand the major life events of Gandhi and King and how these events related to larger political and social contexts of their days.
- Students will understand the religious and philosophical ideas and ideals that underlay Gandhi and King’s actions and thought.
- Students will come to a greater appreciation of how both Gandhi and King can continue to serve as models of servant leadership in their own present contexts.

How Course Relates to Mission Statement and Development of Learning Skills

This course will convey an understanding of the Hindu and Christian religious traditions as they relate to the life and work of Mohandas Gandhi and Martin Luther King, Jr. It will also encourage students to relate the work of these two leaders to contemporary social issues.

Requirements/Assignments

1. Class attendance and participation (10%). All students are expected to be present, prompt, and engaged at all class meetings. Absences will be tolerated in cases of student sickness, family emergency, or university-scheduled travel. If a student will be absent, it is his/her responsibility to inform the professor prior to his/her absence. More than two unexcused absences will result in a reduction of the participation grade by 1/3 letter grade per additional unexcused absence.
2. Weekly reading reflections (10% total). These reflections should take the form of one to two full paragraphs e-mailed to Prof. Scott by Wed. night commenting on one of the readings from the previous week. Reflections may be submitted before Wed. Students may raise questions about the readings, comment about aspects of the readings they found particularly interesting, relate the readings to their own lives and thoughts, or in other ways show an engagement with and understanding of the readings.
3. Two quizzes (15% each), one about the life of Mohandas Gandhi, one about the life of Martin Luther King, Jr. Gandhi quiz on Sept. 10th; King quiz on Oct. 1st.
4. A short, 2-3 page paper explaining your own context of service (10%), as you understand it. This paper should address the following questions: Where do you come from? Is that different from where you are now? Who do you see as “your people”? What issues do these people face? About which of these issues are you concerned? How are these issues related to larger religious, social, economic, and political forces? Due Fri., Sept. 28th at the beginning of class.
5. Participation in a service project and a 3-5 page reflection paper relating that service to your context (15%). The service undertaken should relate in some way to the context of service identified in the short paper above. Participation in the service project can be done either as an individual or as a group. For service project suggestions, contact the Office of Community Engagement. Students should then write a reflection paper analyzing the connections between their service, the contexts of service, and servant leadership or nonviolence. Paper due by the beginning of the last day of class, Dec. 7th.
6. A final, thesis-style research paper (10-12 pages, 25%) comparing and contrasting Gandhi’s and King’s approach to a particular social issue or comparing and contrasting Gandhi’s or King’s approach and the approach taken by another leader or group to similar social issues. This paper should examine the writings of Gandhi and/or King as well as incorporate secondary literature. Students will be expected to give a five to ten minute presentation of their research topic the last week of class. Paper due the day scheduled for the final exams for 9:05 classes.

Late Work

Work submitted past the assigned deadline will be deducted 1/3 of a grade per day late, including weekends (e.g., from a B+ to a B if one day late). Work more than one week late will not be accepted. Students needing an extension on deadlines must speak to the professor as far in advance of the due date as possible.

Academic Conduct

Students are expected to abide by the standards of academic conduct encapsulated in Ripon’s “Academic Integrity Policy” and “Academic Honor Code,” both of which may be found in the course catalog. All work submitted must represent the student’s own efforts. Plagiarism will incur penalties as stipulated in these documents.

Accommodations for Disabilities:

If a student has disabilities requiring academic accommodations, it is her/his responsibility to let the professor know as soon as possible. Accommodations for assignments will then be arranged in conjunction with Student Support Services.

Grading Rubric for Reflection and Research Papers

A Paper:

- Clear thesis, well-supported
- Well-structured with clear, logical flow
- Original analysis that engages readings and goes beyond mere summary
- Thoroughly answers all parts of the paper assignment
- Few if any grammatical problems
- Polished writing style

B Paper:

- Clear thesis, but unevenly supported
- Overall coherent flow with a few awkward transitions
- Analysis that engages readings but does not make an original argument
- At least touches on all parts of the paper assignment
- Some grammatical problems
- Occasional awkward phrases or inappropriate style

C Paper (and lower):

- No clear thesis
- Poorly organized structure
- Little analysis, relying instead on mere summary
- Does not answer all parts of the paper assignment
- Many grammatical problems
- Awkward, unclear, or inappropriate writing style

Technology in the Classroom:

Students are welcome to use their laptops, iPads, etc. to take notes for class. If, however, students are using these electronic devices for non-academic purposes (e.g., Facebook, web surfing, chatting), such use will result in the loss of participation points. Texting during class is strictly prohibited.

Required Texts

Mohandas K. Gandhi, *An Autobiography of My Experiments with Truth*

Louis Fischer, *Gandhi: His Life and Message for the World*

Louis Fischer, *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas*

Martin Luther King, Jr. & Clayborne Carson, *The Autobiography of Martin Luther King, Jr.*

Richard Deats, *Martin Luther King, Jr.: Spirit-Led Prophet*

James M. Washington, *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*

Course Schedule

Wed., Aug. 22: Introduction & Course Overview

Thurs., Aug. 23: What is Servant Leadership?

Reading: "Practicing Servant-Leadership" by Larry C. Spears (online: <http://www.viterbo.edu/uploadedFiles/academics/msl/PracticingServantLeadershipbyLarrySpears.pdf>);
"Forward" to *Servant Leadership* by Stephen R. Covey (online)

Part I: Life of Mohandas K. Gandhi

Fri., Aug. 24:

Gandhi's context: The British Raj in India

Reading: Marshall, p. 52-72 (online)

Mon., Aug. 27

Gandhi's context: The Three Paths of Hinduism

Reading: Smith, 26-41, 50-55 (online)

Wed., Aug. 29

Gandhi's early life & education

Reading: Fischer – *Essential Gandhi*, Ch. 1-3

Thurs., Aug. 30

Gandhi in South Africa

Reading: Fischer – *Life and Message*, Ch. 4-9

Fri., Aug. 31

Gandhi & the push for Indian independence, Round 1

Reading: Fischer – *Life and Message*, Ch. 11-14

Mon., Sept. 3

Gandhi, self-support, the Salt March, and the Round Table Conference

Reading: Fischer – *Life and Message*, Ch. 15-18

Wed., Sept. 5

Gandhi & the Harijans

Reading: Fischer – *Life and Message*, Ch. 19-21

Thurs., Sept. 6

Gandhi & Indian independence

Reading: Fischer – *Life and Message*, Ch. 25-31

Fri., Sept. 7

Gandhi's death and legacy

Reading: Fischer – *Life and Message*, Ch. 32-34

Mon., Sept. 10: **Quiz on Gandhi**

Part II: Life of Martin Luther King, Jr.

Wed., Sept. 12

King's context: Segregation in America

Reading: America's Black Holocaust Museum www.abhmuseum.org/category/galleries/

Thurs., Sept. 13

King's context: The black church in America

Reading: Ahlstrom, Ch. 42 (online), Deats, "Son of the Black Church"

Fri., Sept. 14

King's early life and education

Reading: Carson, Ch. 1-2, 5; Deats, "The Call to and Preparation for Ministry"

Mon., Sept. 17

Gandhi's influence on King

Reading: Washington, Ch. 6; Carson, Ch. 13; Fischer – *Essential Gandhi*, Ch. 25 advice to Negroes

Wed., Sept. 19

King and the Montgomery bus boycott

Reading: Deats, "The Providential Choice of Montgomery", "The Kitchen Prayer", "The Way of Nonviolence"

Thurs., Sept. 20

King and the early civil-rights movements

Reading: Deats, "Beyond Montgomery", "The Sit-ins and the Freedom Rides", "The Birmingham Campaign"

Fri., Sept. 21

King in Washington, Selma, and Chicago

Reading: Deats, "On the National Stage", "Marching from Selma to Montgomery", "Carrying the Movement North"

Mon., Sept. 24

King & the Vietnam War

Reading: Carson, Ch. 30; Deats, "White Backlash, Black Power and the War in Vietnam", "A Revolution of Values"

Wed., Sept. 26

King & the Poor People's Campaign

Reading: Carson, Ch. 31; Deats, "The Poor People's Campaign"

Thurs., Sept. 27

King's death and legacy

Reading: Deats, "Memphis: The Final Campaign", "The World Grieves Its Fallen Prophet", "Epilogue"

Fri., Sept. 28

Discussion of context papers

Context papers due at beginning of class

Mon., Oct. 1: **Quiz on King**

Part III: Gandhi, King, and Religion

Wed., Oct. 3

Gandhi & Hindusim

Reading: Gandhi, Part I, Ch. 10, 20-21; Part III, Ch. 7-9; Part IV, Ch. 4-5; Gandhi, "Anasaktiyoga: The Gospel of Selfless Action" (online: <http://www.mkgandhi.org/swmgandhi/chap01.htm>);

Thurs., Oct. 4

Gandhi & Jesus

Reading: Gandhi, Part II, Ch. 10-11, 15, 22; Yogesh Chada, Ch. 6 (online)

Fri., Oct. 5

Gandhi's religion – the quest for truth

Reading: Gandhi, "Introduction," "Farewell"; Deats, "Gandhi's Religion" (online)

Mon., Oct. 8

King & Christianity

Reading: Carson, Ch. 3, Washington, p.504-509

Wed., Oct. 10

King & Boston Personalism

Reading: Caron, Ch. 4; Ernest Shaw Lyght, Ch. 2 & 3 (online)

Thurs., Oct. 11

King's religion – the power of love

Reading: Washington, Ch. 2-4

Fri., Oct. 12

Comparing Gandhi and King on religion

Reading: Deats, "The Beloved Community"; Fischer, *Essential Gandhi*, Chap. 17

Oct. 13-21: Fall Break

Part IV: The philosophy and techniques of non-violence

Mon., Oct. 22

Gandhi & the definition of satyagraha

Reading: excerpts from Gandhi – *Non-Violent Resistance* (online)

Wed., Oct. 24

Gandhi & the practice of non-violence

Reading: Fischer – *Essential Gandhi*, Ch. 11, 12, 14

Thurs., Oct. 25

King & the theory of non-violence

Reading: Washington, Ch. 1, 8, p. 647-653

Fri., Oct. 26

King's defense of non-violence

Reading: Washington, Ch. 7, 10, 11

Mon., Oct. 29 & Wed., Oct. 31

Satyagraha in South Africa & media in nonviolence

Reading: *Essential Gandhi*, Ch. 5-6

Thurs., Nov. 1

Civil Disobedience in Champaran & village development

Reading: Gandhi – Part V, Ch. 12-19

Fr., Nov. 2

Satyagraha against the Rowlatt Acts

Reading: Gandhi – Part V, Ch. 29-33

Mon., Nov. 5 & Wed., Nov. 7

The Montgomery Bus Boycott and King as leader

Reading: Carson, Ch. 7-9

Thurs., Nov. 8 & Fri., Nov. 9

The Birmingham Campaign and King as leader

Reading: Carson, Ch. 17, 19

Mon., Nov. 12: Library Research Session – Meet at Lane Library

Wed., Nov. 14

“Letter from Birmingham Jail”

Reading: Carson, Ch. 18/Washington, Ch. 46

Thurs., Nov. 15

Gandhi, King, and economic systems

Reading: Carson, p. 19-22 on capitalism and communism

Reading: Fischer – *Essential Gandhi*, Ch. 22-23 on capitalism and communism

Fri., Nov. 16

Gandhi, King, and education

Reading: Excerpt from *Basic Education* by Gandhi, on the portal

Part V: Other Applications of Nonviolence

Mon., Nov. 19

Prof. Brian Smith presents on non-violent resistance in Latin America

Reading: Brian Smith, “The Church and Politics in Chile” and Brian Smith, “Churches and Human Rights in South America”, both on the portal

Wed., Nov. 21

Albert Einstein Institute on the types and uses of nonviolence

Reading: “FAQs” <http://www.aeinstein.org/organizations4421.html>, “198 Methods of Nonviolent Action” <http://www.aeinstein.org/organizations103a.html>, “Applications of Nonviolent Action” <http://www.aeinstein.org/organizations72b5.html>. “Case Studies” <http://www.aeinstein.org/organizationsfb39.html> is not required, but may be of use to those of you looking for final paper topics.

Thurs., Nov. 22: THANKSGIVING, NO CLASS

Fri., Nov.23: NO CLASS

Mon., Nov. 26

Lithuanian Independence

Reading: *Nonviolent Resistance in Lithuania* by Grazina Miniotaite, Chapters 3-5
<http://www.aeinstein.org/organizations/org/NonviolentResistanceInLithuania.pdf>

Wed., Nov. 28

The Arab Spring

Reading: “How the Arab Spring Sprung From a Nonviolent Source”
http://www.huffingtonpost.com/michael-shank/arab-spring-source_b_974836.html “Violence or

Nonviolence in the Arab Spring” <http://gameofroles.wordpress.com/2011/12/13/violence-or-non-violence-in-the-arab-spring/>,

Thurs., Nov. 29

Soulforce

Reading: “Our Mission” <http://www.soulforce.org/about/mission/>, “Four Step Journey into Soulforce” <http://www.soulforce.org/resources/four-step-journey-into-soulforce/>, <http://www.soulforce.org/resources/four-step-journey-into-soulforce/step-2/>, <http://www.soulforce.org/resources/four-step-journey-into-soulforce/step-3/>, <http://www.soulforce.org/resources/four-step-journey-into-soulforce/step-4/>

Fri., Nov. 30

The Occupy Movement

Reading: “Should the Occupy Movement Adopt Strategic Non-violence?” <http://october2011.org/blogs/kevin-zeese/should-occupy-movement-adopt-strategic-non-violence>, “Will Occupy Embrace Nonviolence?” <http://www.thenation.com/article/166142/will-occupy-embrace-nonviolence#>,

Mon., Dec. 3

Skype w/ Dr. Walter Fluker, Martin Luther King, Jr. Professor of Ethical Leadership at Boston University

Reading: “The Drum Major Instinct”, Washington Ch. 43

Wed., Dec. 5

Student research presentations

No reading

Thurs., Dec. 6

Student research presentations

No reading

Fri., Dec. 7

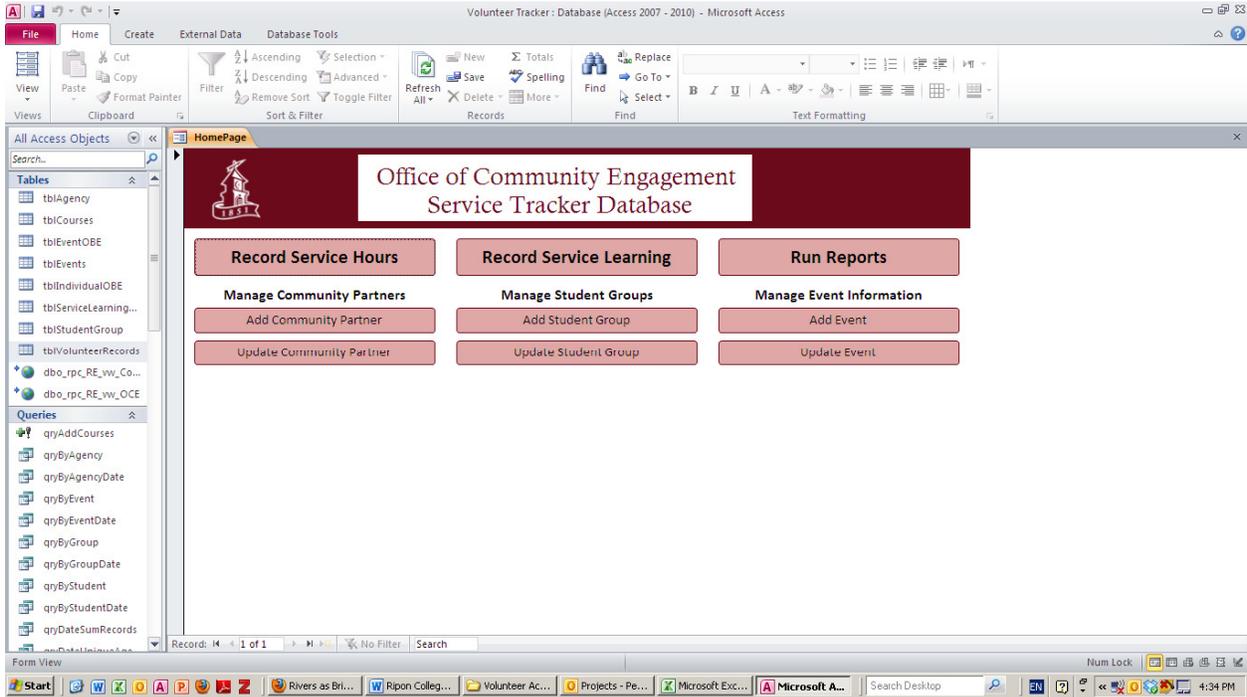
Gandhi, King, and servant leadership

Reading: Fischer, Easwaran Preface; Washington, “Editor’s Introduction”

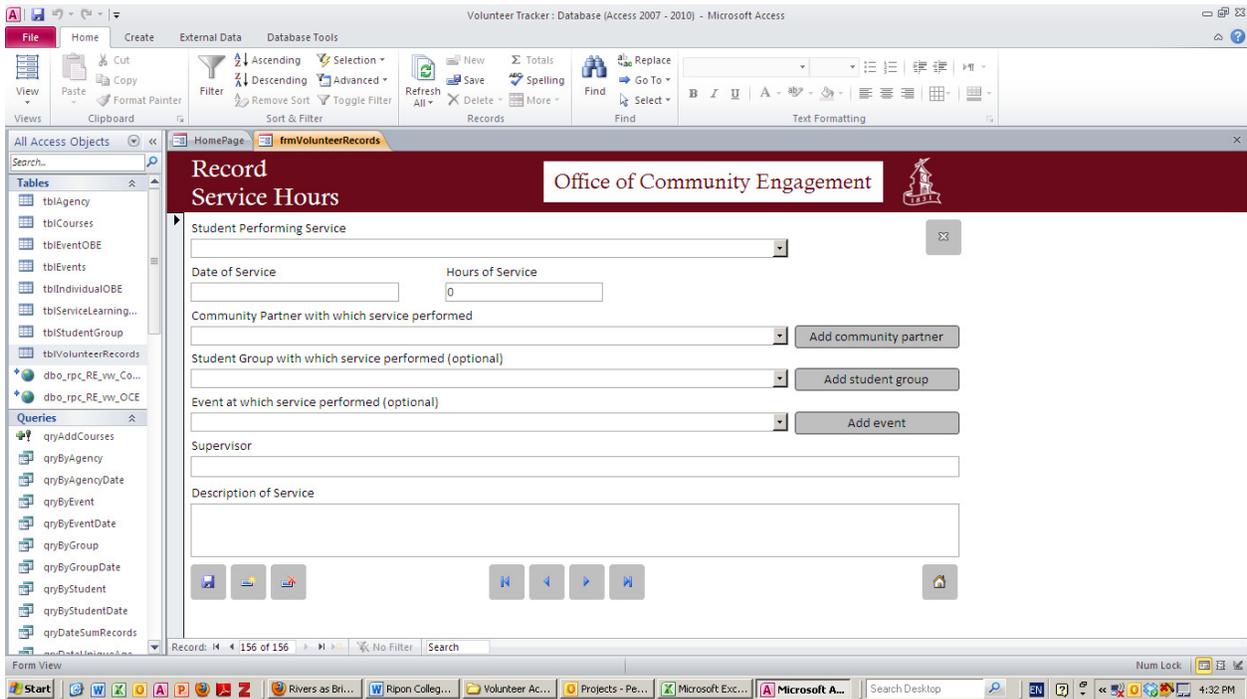
Service reflection papers due at beginning of class

Final Paper Due by scheduled final exam period

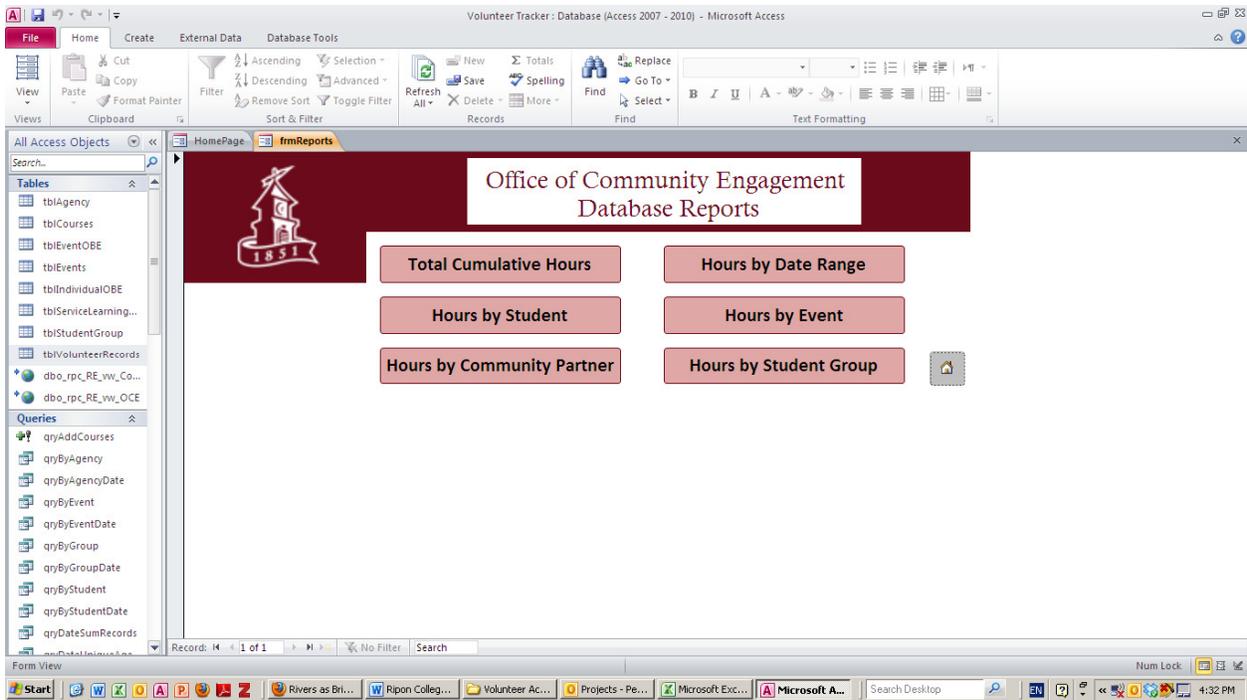
Screenshots from Service Tracker Database



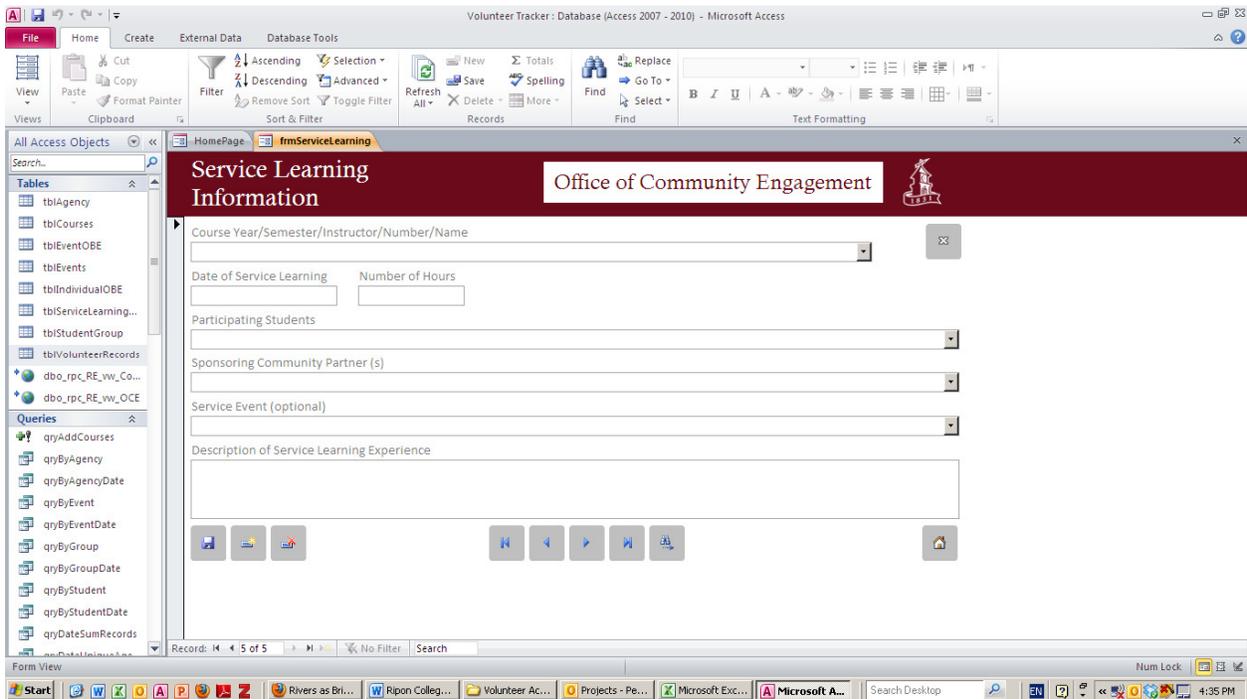
The Home Screen



Screen for Recording Student Service Hours



Screen for Printing Reports



Screen for Recording Service Learning (not yet in use)

5. Are you interested in incorporating service-learning in your future teaching?
- Very interested Interested Maybe interested Not interested Not sure
6. Are you interested in incorporating ethical issues in your future teaching?
- Very interested Interested Maybe interested Not interested Not sure
7. Are you interested in incorporating issues related to leadership or personal development in your future teaching?
- Very interested Interested Maybe interested Not interested Not sure
8. What do you think are the prevailing attitudes on campus toward community service?
9. Do you think Ripon College should pursue a greater focus on service, ethics, community engagement, and leadership as part of its campus culture?
- Strongly agree Agree Neutral Disagree Strongly disagree
10. How important do you think it is for learning about service, ethics, community engagement, and leadership to be a part of the curriculum at Ripon College?
- Very important Important Neutral Of little importance Not at all
11. What do you think are the biggest obstacles/challenges to incorporating service-learning?
- Finding appropriate service-learning experiences
 - Developing/maintaining community partnerships
 - Grading/assessing student learning
 - Handling logistics (i.e., scheduling, transportation)
 - Lacking time/energy
 - Students lacking time/energy
 - Lack of funding
 - Liability issues
12. What types of information and/or support would help further your service-learning efforts?
- Written information about service-learning (i.e., examples of projects, best practices)
 - An information session about service-learning (i.e., examples of projects, best practices)
 - Individualized discussion about how to incorporate service-learning into my course(s)
 - A panel discussion by Ripon faculty who have used service learning in their teaching
 - Workshops/trainings on service learning development and issues
 - Department-specific information about service-learning
 - Information on volunteer opportunities for Ripon students
 - Faculty development grants for service learning
 - Logistical support (i.e., transportation, supplies, petty cash fund)

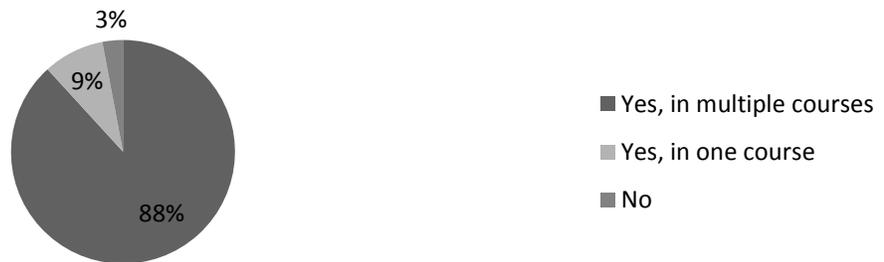
NB: Some questions on this survey are adapted from ones used by Mount St. Mary's University (<http://www.surveymonkey.com/s/62MPVWV>), Brevard Community College (http://www.servicelearning.org/sample_form_template/service-learning-start-faculty-survey), and the Western Region Campus Compact Consortium (<http://www.wacampuscompact.org/media/fes/regionalreport.pdf>).

Ripon College Faculty Community Engagement Survey Results

Have you incorporated service-learning into your teaching at Ripon College?



Do you raise ethical issues in your teaching?



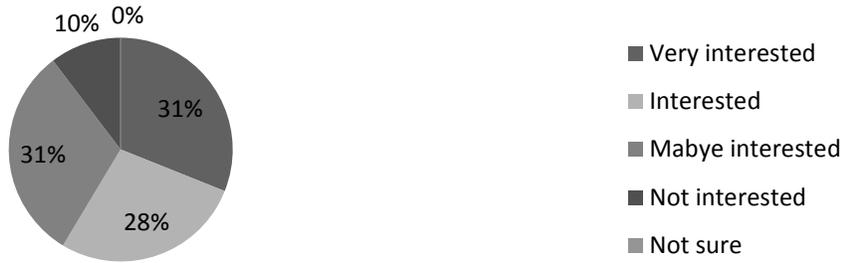
Do you raise issues of leadership or personal development in your courses?



It is the responsibility of a liberal arts college to address issues of service, ethics, community engagement, and personal development in the classroom.



Are you interested in incorporating service-learning in your future teaching?



Are you interested in incorporating ethical issues in your future teaching?



Are you interested in incorporating issues related to leadership or personal development in your future teaching?



12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

3. My interests change from year to year.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

4. Setbacks don't discourage me.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

6. I am a hard worker.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

7. I often set a goal but later choose to pursue a different one.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

10. I have achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

11. I become interested in new pursuits every few months.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me

4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

1 = Very much like me

2 = Mostly like me

3 = Somewhat like me

4 = Not much like me

5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101.